



## Introduction

*Article 6: Every child has the right to life.*

*Article 24: Every child has the right to the best possible health.*

*Article 28: Every child has the right to an education.*

This guidance is intended to support schools, mainstream, special schools and alternative provision, during the wider opening of Schools on the 8<sup>th</sup> March 2021. The guidance also covers expectations for children with special educational needs and disability (SEND), including those with education, health, and care plans, in mainstream schools.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/963541/Schools\\_coronavirus\\_operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf)

The risk assessment shows changes from v11 in green. Yellow denotes national guidance changes.

## System of controls

We know that the predominant new variant of coronavirus (COVID-19) is more transmissible. However, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants.

In this section where something is essential for public health reasons, as advised by Public Health England (PHE), we have said 'must'. Where there is a legal requirement, we have made that clear. This guidance does not create any new legal obligations.

This is the set of actions we must take. They are grouped into 'prevention' and 'response to any infection'.

If you follow the system of controls, you will effectively reduce risks in your setting and create an inherently safer environment.

These additional measures will be reviewed in partnership with health experts to decide whether they can be eased ahead of the summer term.

## Prevention

### **You must always:**

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

### **In specific circumstances:**

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

### **Response to any infection**

#### **You must always:**

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

You must implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level. This hierarchy of controls is set out in [annex A](#).

You must regularly review and update your risk assessments - treating them as 'living documents' - as the circumstances at your school and the public health advice changes. This is particularly relevant as you prepare to welcome back more pupils. This includes having active arrangements in place to monitor that the controls are:

- effective
- working as planned

You must notify your staff and their health and safety representatives of review outcomes

## **SECTION 1: PUBLIC HEALTH MANAGING POSITIVE CASES IN SETTINGS**

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

Settings must continue to provide the LA public health team with a single point of contact. Should the public health team need to contact schools out of hours to begin contact tracing activity, failure to do this will result in delay to the isolation of contacts and risk further transmission.

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

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

This email address is monitored regularly (7 days per week).

Over the weekends the 'inbox' is checked a minimum of twice a day.

**03/03/2021**

**Date the risk assessment was shared with all staff:**

<b>Potential Hazard</b>	Manage confirmed cases of coronavirus (COVID-19) amongst the school community		
<b>Risk</b>	Transmission of the virus		
<b>Who might be harmed</b>	Staff & pupils		
Existing control measures		Additional control measure	School Response and Actions
<ul style="list-style-type: none"> <li>Schools should report positive cases through to the DfE helpline: DfE helpline for COVID-19: 0800 046 8687 (option 1 for cases): Available Monday- Friday 8 a.m. to 6 p.m. Saturday and Sunday from 10 a.m. – 4 p.m.</li> <li>Sheffield LA Public Health Team COVID – 19 STORM phone line is available for early years settings, Schools, FE and Universities – 0114 2735334 (available Monday-Friday 8 a.m. – 4.45p.m.)</li> <li>For all COVID-19 related queries please email: <a href="mailto:PublicHealthC&amp;YP@sheffield.gov.uk">PublicHealthC&amp;YP@sheffield.gov.uk</a> (monitored 7 days a week)</li> <li>Special schools with 2 or more cases can contact the local PHE health protection team and follow the COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber.</li> <li>There may be occasion where the LA Public Health Team or PHE need to contact you out of hours therefore it is essential that Schools provide a single point of contact to the Local Authority Public Health Team to enable a rapid response both for weekends and school holidays</li> </ul> <p>Where individuals are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.</p>		<p>See: <b>COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber.</b></p> <p><b>See attached COVID-19 Resource Pack for Early Years and School Settings</b></p> <p>Schools should ask parents and staff to inform them immediately of the results of a test.</p> <p>When you call for advice, please have the following information to hand relating to the positive coronavirus (COVID-19) case in your setting as you will need to discuss this with the call adviser:</p>	<p>Established office / admin team response, developed through practice. Numbers available at home &amp; work, access available at both.</p>

A template letter will be provided to you, on the advice of the Public Health team, to send to parents and staff if needed. You must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate.

If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their school immediately, and

should restart their ten day isolation starting from the date of onset of their symptoms. Their household should self-isolate for ten full days starting from when the symptomatic person in their household first had symptoms.

You 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.

- the number of positive cases in your setting, whether the person who tested positive is displaying symptoms and if so, the date of the onset of the symptoms (if known)
- the dates that the person who tested positive was in attendance at the setting so that we can identify if the person was infectious whilst on site
- for key stage 2, 3, 4 and 5, the seating plan for all lessons, and (where relevant) the timetable, for the person who has tested positive. This will help to support identification of close contacts with that person
- for key stage 2, 3, 4 and 5, if the person who has tested positive is a member of staff, records of any instance of close contact with other members of staff or students
- if the person who has tested positive is a pupil, records of any definite face to face contact with the individual and details of their friendship group within the setting

You should continue to inform the local authority of a positive case in your setting.

#### Definition of a contact taken from the Government Guidance February 2021

Close contact means:

- anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)
- anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test:
  - face-to-face contact including being coughed on or having a face-to face conversation within 1 metre
  - been within 1 metre for 1 minute or longer without face-to-face contact
  - sexual contacts
  - been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)

Identified middle leaders to keep in touch with absent staff.  
Class teacher, year leader or other pastoral staff to contact isolating pupils – checking on remote learning and personally.

Staff to be reminded about distancing at all possible times – including outside.

	<ul style="list-style-type: none"> <li>o travelled in the same vehicle or a plane</li> </ul> <p>The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, we recommend you keep a record of pupils and staff in each group, and any close contact that takes places between pupils and staff in different groups</p>	
Reporting actual or suspected cases of coronavirus (COVID-19) through the education setting status form		
From 11 January, DfE asked you to resume completing an educational setting status form. The form will be amended to reflect wider opening. The data you supply helps the government monitor the impact of coronavirus (COVID-19) on schools.	<p>See guidance on how to submit the educational settings status form for more information.</p> <p><a href="https://www.gov.uk/guidance/how-to-complete-the-educational-setting-status-form">https://www.gov.uk/guidance/how-to-complete-the-educational-setting-status-form</a></p>	
Test and Trace Support Payments		
<p>Some school staff may be eligible for a one-off Test and Trace Support Payment of £500.</p> <p>This is payable in one lump sum from the local authority.</p> <p>To be eligible for a Test and Trace Support Payment, you must:</p> <ul style="list-style-type: none"> <li>• be on a low income</li> <li>• be unable to work from home</li> <li>• be at risk of losing income as a result of self-isolating</li> <li>• be living in England</li> <li>• meet the eligibility criteria</li> <li>• have been formally advised to self-isolate by NHS Test and Trace, who will provide you with an NHS Test and Trace Account ID</li> </ul> <p>The Department for Health and Social Care has launched the Self-Isolation Service Hub (020 3743 6715). The phone line is open 7 days a week, 8am to 8pm, allowing a school to provide contact details of those individuals who have been asked to self-isolate and are likely to be eligible for the Test and Trace Support Payment or discretionary payment.</p>	<p>Further information on the eligibility criteria can be found on the website below</p> <p><a href="https://www.gov.uk/government/publications/test-and-trace-support-payment-scheme-claiming-financial-support/claiming-financial-support-under-the-test-and-trace-support-payment-scheme">https://www.gov.uk/government/publications/test-and-trace-support-payment-scheme-claiming-financial-support/claiming-financial-support-under-the-test-and-trace-support-payment-scheme</a></p>	<p>School will support valid requests as necessary to facilitate access</p>
COVID-19 Situation Report		

<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. <b>The Situation Report will be adapted to request schools to confirm if a positive case has been identified via either PCR or LFD testing. In the absence of this please continue to report daily as you have been doing.</b></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>		<p>Suitably identified and information passed in.</p>
<p>Contain any outbreak by following local health protection team advice</p>		
<ul style="list-style-type: none"> <li>• If schools have two or more confirmed cases within 10 days or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their LA Public Health Team or local PHE health protection team who will be able to advise if additional action is required.</li> <li>• In some cases, the LA PH Team and PHE local health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group.</li> <li>• <b>If schools are implementing control measures, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</b></li> </ul>		<p>Remind parents to inform us – continue with ‘first day absence’ checks to establish reasons for absence</p>
<p><b>Admitting children and staff back to the school</b></p>		
<p><b>The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and they feel well, their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</b></p>		<p>Either in parent contacting school about absence or in first day absence check admin staff will establish isolation period for all absentees with Covid19 isolation as reason.</p> <p>Headteacher will, on the grounds of Health and</p>

<p>You should not request evidence of negative test results or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation.</p> <p>In the vast majority of cases, parents and carers will be in agreement that a pupil with symptoms should not attend the school, given the potential risk to others. In the event that a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19). Your decision would need to be carefully considered in the light of all the circumstances and current public health advice.</p>		<p>Safety risk, exclude during required isolation periods, where known if parent does not voluntarily do this.</p>
<p>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, <b>do not</b> attend school</p>		
<p><b>When an individual develops coronavirus (COVID-19) symptoms or has a positive test::</b></p> <p><b>Pupils, staff and other adults must not come into the school if:</b></p> <ul style="list-style-type: none"> <li>• they have one or more coronavirus (COVID-19) symptoms</li> <li>• a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms</li> <li>• they are required to quarantine having recently visited countries outside the Common Travel Area</li> <li>• they have had a positive test</li> </ul> <p>They must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> <li>• the start of their symptoms</li> <li>• the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test)</li> </ul> <p>You must follow this process and ensure everyone onsite or visiting is aware of it.</p> <p>Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on NHS Test and Trace: how it works.</p>	<p><b>When an individual has had close contact with someone with coronavirus (COVID-19) symptoms</b></p> <p>Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> <li>• the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)</li> <li>• they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)</li> <li>• they have tested positive from an LFD test as part of a community or worker programme</li> </ul> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</p> <p>The area around the person with symptoms must be cleaned after they have left, to reduce the risk of passing the infection on to other people.</p> <p>If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so. See the guidance on the cleaning of non-healthcare settings</p>	<p>Notices at school entrances</p> <p>Repeated statements in letters to parents and staff</p> <p>Reminders to staff with LFD Test kits Distribution of Greg Fell (SCS PH) letters with instruction</p> <p>No temperature checks at entrance for either adults or children</p> <p>Staff CAN attend after vaccination – normal protocol about sickness absence in the event of a subsequent illness / reaction</p>



If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:

- must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days
- advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection
- advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19)

Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test.

If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms.

If a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household

In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.

If a pupil is awaiting collection:

- they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the pupil, with appropriate adult supervision if required

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>

**Public Health England (PHE) has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).**

Pupil becomes symptomatic at school:  
Separated from 'bubble'  
Looked after, at 2m distance if possible,  
NOT sent to central point (mixing avoided)  
Admin to contact parents  
i.e. outside the back door of mobile classroom, by fire exit of main building bases

<ul style="list-style-type: none"> <li>• a window should be opened for fresh air ventilation if it is safe to do so</li> <li>• if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people</li> <li>• if they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible - the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else</li> <li>• personal protective equipment (PPE) <b>must</b> be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs)</li> </ul> <p>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, unless advised to.</p> <p>The individual should not use public transport if they are symptomatic. If arranging their return to their family home to isolate.</p>	<p>More information on PPE use can be found in the <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance</a>.</p>	
<p>Minimise contact between individuals and maintain social distancing wherever possible</p>		
<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and you must consider how to implement this. You must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff.</p> <p>This can be achieved through keeping groups separate (in 'bubbles') and through maintaining social distancing between individuals. 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>• pupil's ability to distance</li> <li>• layout of the building</li> <li>• feasibility of keeping distinct groups separate while offering a broad curriculum</li> </ul> <p><b>How to group children</b></p>	<p>See information on protective bubbles in Primary Schools</p> <p>When working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>Remind small children - using the correct format that it's not safe to hug / kiss / be in close contact with other children</p> <p>Parents are encouraged to reinforce social distancing rules at home</p> <p>Send letters to parents to consider the types of clothes they send their child to school in e.g. elasticated waste trousers, skirts, Velcro shoes / trainers, any clothing that doesn't require adult supervision</p> <p>Parents are reminded via a letter, newsletter etc. that they child is not allowed to take toys from home into the setting</p> <p>See guidance regarding gifts</p>	<p>Bubbles of class or double class / base size. Teacher, support staff, MDSA contacts limited as far as practically possible (while maintaining essential interventions &amp; support)</p> <p>Very few staff need to work across bubbles, and even fewer within one day.</p> <p>Some staff have dual roles – we are working to limit other contacts even so – TA</p>

<p>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.</p> <p>Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible.</p> <p>When using larger groups, the other measures from the system of controls become even more important to minimise:</p> <ul style="list-style-type: none"> <li>• transmission risks</li> <li>• the numbers of pupils and staff who need to self-isolate</li> </ul> <p>Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p> <p>Using small groups can:</p> <ul style="list-style-type: none"> <li>• restrict the normal operation of education</li> <li>• present educational and logistical challenges</li> </ul> <p>You will need to consider:</p> <ul style="list-style-type: none"> <li>• the cleaning and use of shared spaces, such as: <ul style="list-style-type: none"> <li>○ playgrounds</li> <li>○ boarding houses</li> <li>○ dining halls o toilets</li> </ul> </li> <li>• the provision of specialist teaching and therapies</li> </ul> <p>Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.</p> <ul style="list-style-type: none"> <li>• Whatever the size of the group, they should be kept apart from other groups where possible.</li> <li>• Encourage pupils to keep their distance within groups.</li> <li>• Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> </ul>	<div data-bbox="1048 39 1099 103" data-label="Image"></div> <p>Schools celebrations and presents.pdf</p> <p>Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil.</p> <p>Pupils should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice.</p> <p>Ideally, adults should maintain 2 metre distance from each other and from children. We know that this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. Provide educational and care support for these pupils as normal, with other increased hygiene protocols in place to minimise the risk of transmission.</p> <p>Where possible, for example with older pupils with less complex needs who can self-regulate their behaviours without distress, they should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children, and some children and young people with complex needs. It may also not be feasible where space does not allow. Doing this where you can, even some of the time, will help.</p>	<p>who is also MDSA to work lunch with that bubble</p> <p>PPA / NQT release, Yr Ldr / PPA release by consistent single staff, so HLTA goes to one class for the whole day for these doubled release slots.</p> <p>TAs fixed to year groups and 'over-staffing' continued to support pupils (and teachers)</p> <p>ITT students limited in accessing / observing other classes</p> <p>Music project suspended (so CR &amp; JW do not cross, LS not needed to cover etc.)</p> <p>Interventions limited to pupils from one year group at a time / per day.</p> <p>Desks in classrooms separated as far as possible.</p> <p>Forward facing.</p>
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<p>Both the approaches of separating groups and maintaining distance are not 'all or nothing' options and will still bring benefits, even if partially implemented.</p> <p>You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:</p> <ul style="list-style-type: none"> <li>• specialist teaching</li> <li>• wraparound care</li> <li>• transport</li> <li>• boarding pupils who may be in one group residentially and another during the school day</li> </ul> <p>Siblings may also be in different groups.</p> <ul style="list-style-type: none"> <li>• <b>It is strongly advised that teachers and other staff do not operate across different classes, groups / bubbles.</b></li> <li>• Staff are <b>strongly advised to</b> maintain 2 metre social distancing from each other and from children where possible (depending upon age of child or if child has complex needs).</li> <li>• Where it is absolutely necessary for staff to move across different classes and year groups to facilitate the delivery of the timetable they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.</li> </ul> <p><b>Measures within the classroom</b></p> <p>Maintaining a distance between people while inside and reducing the amount of time they are in face-to-face contact lowers the risk of transmission.</p> <p>When staff and pupils cannot maintain distancing, the risk can be reduced by keeping pupils in the smaller, class-sized groups.</p> <p>You should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face-to-face or side on. It might also include moving unnecessary furniture out of the classroom to make more space.</p> <p><b>Measures elsewhere</b></p>		<p>Spaces used when pupils are absent to move / keep apart.</p> <p>Small group work is allowed, when it is the best way to teach a lesson / objective.</p> <p>Enter/exit corridors established in bases</p> <p>Storage reduced in all cloakrooms to aid swift / smooth / non-contact entry / exit</p> <p>PPA from HLTA leads HLTA to work in 5 classes over 5 days. HT &amp; DHT &amp; one teacher work across 2 classes, and 1 teacher across 3 classes over each week. All other teachers are class-fixed or have no class contact timetabled. Kitchen used as staff facility (extra equipment)</p>
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<p>When timetabling, groups should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits. Consider staggered break times and lunch times. Make sure you allow time for cleaning surfaces in the dining hall between groups.</p> <p>You should also plan how shared staff spaces are set up and used to help staff to distance from each other.</p>		
<h3>How to group Staff</h3>		
<p><b>It is strongly advised that teachers and other staff do not operate across different classes, groups / bubbles.</b></p> <p>Staff are <b>strongly advised to</b> maintain 2 metre social distancing from each other and from children where possible (depending upon age of child or if child has complex needs).</p> <p>Where it is absolutely necessary for staff to move across different classes and year groups to facilitate the delivery of the timetable they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.</p> <p>Staff <b>must</b> avoid close face to face contact with other staff members and minimise time spent within 1 metre of anyone.</p> <p>If staff share the same office space with other staff members, they <b>must</b> maintain social distancing at all times</p> <p>If one or more staff operate in the same bubble, they <b>must</b> maintain social distancing at all times when working together in the classroom, PPA time, break time, lunchtimes etc.</p> <p>When staff cannot maintain distancing, particularly with younger children in primary schools, groups should be kept small</p> <p>When staff are using the staff rooms at break and lunchtimes - social distancing <b>must</b> be always maintained</p>		<p>As above for teachers</p> <p>Admin: Office spacing allows largely separated working, in ventilated space, screened from transitory adults All pupil traffic has been removed in the school day</p> <p>Workroom: Adults to wear face coverings when more than one person present NOT a social space Signs displayed to remind</p> <p>Classrooms: Marking and supervision / support will require some less than 1m distancing in order to deliver T&amp;L</p>

## Use of face coverings in Schools

### Primary schools

It is **strongly recommended** that face coverings should be worn by staff and adult visitors:

- in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).
- Children in primary school do not need to wear a face covering.

We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. As with all measures, we will keep it under review and update guidance at that point.

Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).

Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.

Face visors or shields **should not** be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

### Exemptions

Some individuals are exempt from wearing face coverings. This applies to those who:

- cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties

### Access to face coverings

Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. PHE has also published guidance on how to make a simple face covering.

You should have a small contingency supply available for people who:

- are struggling to access a face covering
- are unable to use their face covering as it has become damp, soiled or unsafe
- have forgotten their face covering

No pupil should be denied education on the grounds that they are not wearing a face covering.

### Safe wearing and removal of face coverings

**Face coverings: when to wear one, exemptions, and how to make your own - GOV.UK ([www.gov.uk](https://www.gov.uk))**

You should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.

Safe wearing of face coverings requires the:

- Cleaning of hands before and after touching – including to remove or put them on
- safe storage of them in individual, sealable plastic bags between use



Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.

You must instruct pupils to:

Throughout adults in school have been allowed to wear a face covering where they wished.

Signs replaced / renewed in areas where face coverings should be worn.

Some spaces have multiple uses, and the activity might dictate if a face covering is worn – teaching (no), movement through (yes), static work (yes)

<ul style="list-style-type: none"> <li>• speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• not touch the front of their face covering during use or when removing it</li> <li>• dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)</li> <li>• place reusable face coverings in a plastic bag they can take home with them</li> <li>• wash their hands again before heading to their classroom</li> </ul> <p>Separate guidance is available on:</p> <ul style="list-style-type: none"> <li>• preventing and controlling infection, including the use of PPE, in education, childcare and children's social care settings  <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></li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>How to use fabric face coverings.pdf</p> </div> <div style="text-align: center;">  <p>clothing-masks-infographic---(web)-logo-wi</p> </div> </div>	
<p>Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary</p>		

<p>Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</p> <p>Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:</p> <ul style="list-style-type: none"> <li>• a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained</li> <li>• performing aerosol generating procedures (AGPs)</li> <li>• When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.</li> <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> </ul>	<p>Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth.</p> <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 <a href="#">First Aid / Administrations of Medicines / Providing Intimate Care Guidance</a></p> <div data-bbox="1041 628 1106 692" data-label="Image"> </div> <p>First Aid Administration of Med</p>	<p>Premises staff have supplies appropriate to role</p> <p>Kitchen staff have supplies provided by employer / contractor</p> <p>Small stock of PPE for medical use in Workroom</p>
<p>Promote and engage in asymptomatic testing, where available</p>		
<p>Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings.</p>	<p>Primary:</p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools">https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</a></p>	<p>LFD Test kits distributed from Office Support on result reporting given Advice on use given Supply staff provided if regularly employed</p>
<p>NHS Covid-19 App</p>		
	<p><b>NHS COVID-19 app</b></p> <p>The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special</p>	



	<p>educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate.</p> <p>Staff members will also be able to use the app.</p> <p>Full guidance on the use of the NHS Covid app in school:</p> <p><a href="https://www.gov.uk/government/publications/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges">https://www.gov.uk/government/publications/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges</a></p>	
<b>Asymptomatic Testing</b>		
<p>Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.</p> <p>Testing remains voluntary but strongly encouraged.</p> <p>Individuals with a positive LFD test result will need to self-isolate in line with the guidance for households with possible coronavirus infection.</p> <p>Those with a negative LFD test result can continue to attend school unless they have individually been advised otherwise by NHS Test and Trace or Public Health professionals (for example as a close contact). They should continue to apply the measures in the system of controls to themselves and the wider school setting.</p> <p>A negative LFD test result does not remove the risk of transmission. In some cases, someone who has tested negative may still have the undetected disease and be infectious. It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures regardless of whether they have been tested.</p> <p>This testing programme does not replace the current testing programme for those with symptoms. Anyone who is showing symptoms of coronavirus (COVID-19) will be required to self-isolate until the result from a lab-based polymerase chain reaction (PCR) test is known</p> <p><b>Primary Schools</b></p>	<p>Attached are the new Standard Operating Procedures for Asymptomatic Testing for the School Education Workforce (Primary &amp; Secondary) and for testing for Secondary and FE settings.</p> <p>Links for the Google platforms are provided:</p> <p><a href="https://drive.google.com/drive/folders/1jYv0MjFvllbzgPn_1S10Q_Rqfn_b5_P">https://drive.google.com/drive/folders/1jYv0MjFvllbzgPn_1S10Q_Rqfn_b5_P</a></p> <p><a href="#">Primary Schools Document Sharing Platform - Google Drive</a></p> <p><b>As of Monday 1<sup>st</sup> March 2021 please note:</b></p> <ul style="list-style-type: none"> <li>- Within primary settings where the workforce are undertaking testing at home a confirmatory PCR is required following a positive LFD result.</li> <li>- Asymptomatic testing should not be taken if someone has symptoms. Anyone with symptoms should access/book a PCR test.</li> </ul> <p><b>Testing for someone with a recent Covid-19 diagnosis:</b></p> <p>If staff have recently (within 90 days) tested positive for COVID-19, they are likely to have developed some immunity. These people are exempt from testing by both PCR and LFD within 90 days of a positive test, unless they develop new symptoms.</p> <p>Individuals who have previously been positive are still required to self-isolate if identified as a close contact of a positive case, even if this is within the 90-day window.</p>	<p>LFD Test kits distributed from Office</p> <p>Support on result reporting given</p> <p>Advice on use given</p> <p>Supply staff provided if regularly employed</p> <p>Testing (using home test LFD kits) is voluntary</p>

<p>Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.</p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools">https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</a></p> <p>Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab.</p>		
Engage with the NHS Test and Trace		
<p>All school staff and pupils can access the NHS Test and Trace testing system, used to test symptomatic people (using a 'polymerase chain reaction <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a> ').</p> <p><b>Polymerase Chain Reactions (PCR) tests for symptomatic testing</b></p> <p>Booking a polymerase chain reaction (PCR) test through 119. Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.</p> <p>Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) website or ordered by telephone via NHS 119 for those without access to the internet.</p> <p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit.</p> <p>Book a PCR test if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school.</p>	<p>Please follow links to guidance related to travel and returning from abroad:</p> <p><a href="https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive">https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive</a></p> <p>Please follow link to guidance related to Asymptomatic Testing in Schools and Colleges:</p> <p><a href="https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges">https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges</a></p> <p>Having a test at a testing site will deliver the fastest results for symptomatic cases. These PCR test kits are provided to be used in the exceptional circumstance that an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere. You will need to decide how to prioritise the distribution of your test kits.</p> <p>These kits can be given directly to:</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• parents collecting a pupil who has developed symptoms at school</li> </ul> <p>These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they are well and no longer have symptoms of coronavirus (COVID-19).</p> <p>Further information on test kits for schools and further education providers is available.</p>	<p>School supply of PCR tests maintained and distributed via L Clack / Admin team</p>

<p>Parents should be prepared to:</p> <ul style="list-style-type: none"> <li>• provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19), or if they are required to do so having recently travelled from certain other countries.</li> </ul> <p>All schools were sent an initial supply of 10 PCR test kits before the start of the autumn term in 2020. You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 if the kits that you have ordered have not arrived.</p>	<p>Ask parents and staff to inform you as soon as they get their results.</p>	
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## Section 2 – Key Public Health Infection Control Messages and Mitigation in Schools

Potential Hazard	School pupils / staff returning from the lockdown	
Risk	Virus transmission	
Who might be harmed	Staff / pupils	
Existing control measures	Additional control measure	School Response and Actions
<p>From the 8<sup>th</sup> March you must:</p> <ul style="list-style-type: none"> <li>Ensure all one-way systems have been identified and signage is in place to direct all pupils / staff</li> <li>Reinforce the message to all pupils / staff the importance of social distancing, good hand hygiene etc.</li> <li>Where staff have an individual risk assessment in place these should be reviewed</li> </ul>		<p>Very few places are 'one-way' due to lay-out and inconvenience / impracticality. Staff must be aware and cautious – patience being key in passing with space</p> <p>Indiv RA to be revisited in March asap</p>
<b>School Workforce</b>		
<p><b>The expectation is that those staff not attending school who are still able to work should do so from home where possible.</b></p> <p>Some roles, such as some administrative roles, may be conducive to home working, and you should consider what is feasible and appropriate</p> <p>All staff must follow the system of controls to minimise the risks of transmission. Following the system of controls will reduce the risks to all staff significantly.</p> <p>You must explain to staff the measures you are putting in place to reduce risks and should discuss any concerns individuals may have.</p>	<p><b>Employers' health and safety obligations</b></p> <p>Employers have a legal obligation to protect their employees, and others, including children, from harm.</p> <p>Employers should continue to assess and update health and safety risks in the usual way, especially in the light of any changing circumstances.</p> <p>Following the system of controls will help you:</p> <ul style="list-style-type: none"> <li>mitigate the risks of coronavirus (COVID-19) to pupils and staff</li> <li>meet your legal duties to protect employees and others from harm</li> </ul> <p><b>Equalities duties</b></p> <p>You must continue to meet your equalities duties. See the Equality Act 2010 advice for schools for more information</p> <p><a href="https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools">https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools</a></p>	<p>Q&amp;A on Zoom</p> <p>RA and all other letters distributed / shared by email</p> <p>Signs / notices displayed in staffroom</p> <p>RA for lone working and working from home distributed.</p> <p>This will still apply – where staff are isolating but not off work, or where WFH is possible and approved.</p>

		Staff who feel some reasonable adjustment is necessary due to a protected characteristic should discuss possible steps with the HT.
<b>Staff who are extremely clinically vulnerable / clinically vulnerable / pregnant / staff who are at increased risk of covid-19</b>		
<p><b>Staff who are extremely clinically vulnerable (CEV)</b></p> <p>The Department of Health and Social Care recently announced the addition of a third category to the definition of Clinically Extremely Vulnerable. The definition has been expanded to include a new group of adults who have been identified through the <a href="#">Covid-19 Population Risk Assessment</a> as potentially being at high risk of serious illness if they catch the virus.</p> <p>For any staff recently added to the CEV list, they should follow national CEV guidance including staying at home and having an individual risk assessment (see below). This is to ensure they are now following the same process as those staff already defined as CEV</p> <p>The <a href="#">national lockdown guidance</a> applies to everyone in England, including the clinically extremely vulnerable. Any individuals identified as CEV through this risk assessment are advised to follow additional <a href="#">guidance for clinically extremely vulnerable</a> people, to help protect them from COVID-19. Anyone newly identified as part of this group will be written to and notified.</p> <p>CEV staff are advised <b>not to attend</b> the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required)</p> <p>You must talk to your staff about how they will be supported, including to work from home.</p> <p>You should continue to pay CEV staff on their usual terms.</p> <p>Those living with someone who is CEV can still attend work where homeworking is not possible, they must ensure they maintain good prevention practice in the workplace and home settings.</p>	<p>Adults with the following conditions are automatically deemed clinically extremely vulnerable:</p> <ul style="list-style-type: none"> <li>• solid organ transplant recipients</li> <li>• those with specific cancers: <ul style="list-style-type: none"> <li>• people with cancer who are undergoing active chemotherapy</li> <li>• people with lung cancer who are undergoing radical radiotherapy</li> <li>• people with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment</li> <li>• people having immunotherapy or other continuing antibody treatments for cancer</li> <li>• people having other targeted cancer treatments that can affect the immune system, such as protein kinase inhibitors or PARP inhibitors</li> <li>• people who have had bone marrow or stem cell transplants in the last 6 months or who are still taking immunosuppression drugs</li> </ul> </li> <li>• those with severe respiratory conditions including all cystic fibrosis, severe asthma, and severe chronic obstructive pulmonary disease (COPD)</li> <li>• those with rare diseases that significantly increase the risk of infections (such as severe combined immunodeficiency (SCID), homozygous sickle cell disease)</li> <li>• those on immunosuppression therapies sufficient to significantly increase risk of infection</li> <li>• adults with Down's syndrome</li> <li>• adults on dialysis or with chronic kidney disease (stage 5)</li> <li>• pregnant women with significant heart disease, congenital or acquired</li> <li>• other people who have also been classed as clinically extremely vulnerable, based on clinical judgement and an assessment of their</li> </ul>	<p>No staff are notified CEV</p> <p>No pupils are notified CEV</p> <p>Therefore all can / should attend work / school</p> <p>Pregnant staff in third trimester have individual assessment – decision to WFH taken for two colleagues</p> <p>All control measures support CV and other staff – concerns and possible further steps to be discussed</p>

## Staff who are clinically vulnerable (CV)

CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.

Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home

It is recommended that you review the individual risk assessments for staff who are CV



COVID-19 Individual Staff Risk Assessment



COVID-19 individual risk assessment addit

## Pregnancy

You will need to follow the specific guidance for pregnant employees because pregnant women are considered CV. In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.

Your pregnancy risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers.

You must take appropriate sensible action to reduce, remove or control the risks.

This means that your employer should remove or manage any risks. If this cannot be done, you should be offered suitable alternative work or working arrangements (including working from home) or be suspended on your normal pay.

You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This

needs. GPs and hospital clinicians have been provided with guidance to support these decisions

[Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees)

## COVID-19 & Pregnancy

### Guidance for Pregnant Workers

<https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees>

### Action for Schools to take:

This means that an important key action for schools is for you to undertake an individual pregnancy risk assessment with your staff member, using the form below.



Pregnancy Risk Assessment.docx

You will need to consider some pregnant women are at a higher risk of developing serious illness, including:

- pregnant women from black, Asian and minority ethnic (BAME) backgrounds
- women over the age of 35
- women who are overweight or obese
- women who have pre-existing medical problems, such as high blood pressure and diabetes

Therefore, it is helpful to factor these issues in to any pregnancy 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

<p>is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19).</p> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b></p> <p>Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this.</p> <p>For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place.</p> <p>You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks.</p> <p>Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home.</p>	<p>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> <p>It is recommended that schools link with their individual school HR providers to discuss directly issues relating to members of staff who are pregnant.</p> <p>There is further information available on who is at higher risk from coronavirus. <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/">https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/</a></p>	
<p><b>Pupils who are extremely clinically vulnerable</b></p>		
<p>The advice for pupils who have been confirmed as clinically extremely vulnerable is to <b>shield and stay at home as much as possible until further notice</b>. They are advised not to attend school while shielding advice applies nationally</p> <p>You should offer pastoral support to pupils who are shielding.</p>	<p>You are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. You should keep a record of this activity but do not need to record it in the attendance register.</p>	<p>Not currently applicable</p>
<p><b>Pupils &amp; families feeling anxious about attending School</b></p>		
<p>It is likely that some pupils, parents, and households may be reluctant or anxious about attending school. This may include pupils who:</p> <ul style="list-style-type: none"> <li>• have themselves been shielding previously but have been advised they no longer need to shield</li> <li>• live in a household where someone is clinically vulnerable (CV) or CEV (including young carers)</li> </ul>		<p>Some flexible, phased returns by arrangement  Access to as much pastoral support as we have  Mental Health sections of MindUp, RRS and RE&amp;HE schemes to be</p>

<ul style="list-style-type: none"> <li>are concerned about the possible increased risks from coronavirus (COVID19) such as those who have certain conditions such as obesity and diabetes</li> </ul> <p>You must discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks.</p> <p>Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies</p>		<p>run in spring &amp; summer terms</p> <p>Contacts have been maintained by class teachers / others with vulnerable pupils / families</p> <p>MAST contacts and activity promoted</p>
<b>Attendance - Self-isolating &amp; Shielding</b>		
<p><b>School attendance will be mandatory for all pupils from 8 March.</b></p> <p>The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> <li>parents' duty to secure their child's regular attendance at school</li> <li>the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> </ul> <p>As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority.</p> <p><b>Self-isolation and shielding</b></p> <p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:</p> <ul style="list-style-type: none"> <li>have symptoms or have had a positive test result</li> <li>live with someone who has symptoms or has tested positive and are a household contact</li> <li>are a close contact of someone who has coronavirus (COVID-19)</li> </ul> <p>You should offer pastoral support to pupils who are:</p> <ul style="list-style-type: none"> <li>self-isolating</li> <li>shielding</li> <li>vulnerable</li> </ul> <p>Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</p> <p><b>Encouraging regular school attendance</b></p>	<p><b>Recording attendance</b></p> <p>You should record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils.</p> <p>During the week commencing 8 March secondary school pupils will be offered asymptomatic testing on site.</p> <p><b>Schools should use code Y for secondary pupils not expected to be attending school for lessons during this week due to the asymptomatic testing programme.</b></p> <p><b>You should use code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC.</b></p>	<p>Isolation &amp; remote learning – when school is fully open remote learning provision will be challenged. If teacher staffing is available (whole bubble isolated, not due to teacher sickness) this will be easier as wfh is a possibility.</p> <p>Groups isolating – support staff and / or teacher to stay in touch as often as reasonably practical</p> <p>Individuals – pastoral, SENCO, safeguarding leads, teacher will set up routines to contact and send work</p>



<p>You should continue to communicate clearly and consistently the expectations around school attendance to families and any other professionals who work with the family where appropriate.</p> <p>You should also identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them. You may want to put particular emphasis on:</p> <ul style="list-style-type: none"> <li>disadvantaged and vulnerable children and young people</li> <li>pupils who were persistently absent prior to the pandemic</li> <li>pupils who have not engaged with school regularly during the pandemic</li> </ul> <p><b>Vulnerable children</b></p> <p>Where pupils who are self-isolating are within our definition of vulnerable, it is important that you put systems in place to keep in contact with them.</p> <p>When a vulnerable pupil is required to self-isolate, you should:</p> <ul style="list-style-type: none"> <li>notify their social worker (if they have one)</li> <li>agree with the social worker the best way to maintain contact and offer support</li> </ul> <p>You should have procedures in place to:</p> <ul style="list-style-type: none"> <li>check if a vulnerable pupil is able to access remote education support</li> <li>support them to access it (as far as possible)</li> <li>regularly check if they are accessing remote education</li> </ul>		
<p>Clean hands thoroughly more often than usual</p>		
<p><b>Ensure everyone is advised to clean their hands thoroughly and more often than usual</b></p> <p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> <li>when they arrive at the school</li> <li>when they return from breaks</li> <li>when they change rooms</li> </ul>	<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>          Ensure approved cleaning products are available to clean hard surfaces regularly throughout the day.</p> <p>For the purpose of hand washing cold water and soap will destroy the COVID-19 virus. It is not essential to use warm water for hand washing. The key is soap and water. However, schools risk assessments for non-COVID factors may deem it essential for a school to have hot water accessible on site at all times.</p>	<p>End of lunchtime – return to class from 5 minutes before end of break (to ease squash and protect lesson time)</p> <p>Supervised hand washing for all</p>

<ul style="list-style-type: none"> <li>• before and after eating</li> </ul> <p>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</p> <p>Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.</p> <p>Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands.</p> <p>Continue to help pupils with complex needs to clean their hands properly.</p> <p>Frequent and thorough hand cleaning should now be regular practice. You should consider:</p> <ul style="list-style-type: none"> <li>• whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly</li> <li>• if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them</li> </ul>	<p>Bins (where possible to have a lid on) that contain used tissues, paper towels etc. must be regularly emptied</p>	<p>External extra sinks maintained</p> <p>Hand sanitiser dispensers installed in main entrance areas</p>
<h2>Equipment and Resources</h2>		
<p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared</p> <p>Classroom-based resources, such as books and games, can be used and shared within the group / bubble; these should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p> <ul style="list-style-type: none"> <li>• clean it before it is moved between bubbles</li> <li>• allow them to be left unused for a period of 48 hours (72 hours for plastics)</li> </ul>	<p>At normal room temperatures studies have found that the virus remains stable and detectable on paper and fabric for about 4 hours. UV light and temperatures of 20 degrees and over can weaken the virus so at normal room temperatures in normal light conditions the virus will naturally decay.</p>	<p>Individual desk top equipment</p> <p>Topics and units shared so equipment is not rapidly moved from one classroom to another</p> <p>PE units controlled so equipment sharing is reduced</p> <p>Playground equipment (playtimes) is distributed to classes</p>

<p>You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <ul style="list-style-type: none"> <li>restricted to one user</li> <li>left unused for a period of 48 hours (72 hours for plastics) between use by different individuals</li> </ul> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</p> <p>Pupils should limit the amount of equipment they bring into school each day, including essentials such as:</p> <ul style="list-style-type: none"> <li>lunch boxes</li> <li>hats and coats</li> <li>books</li> <li>stationery</li> <li>mobile phones</li> </ul> <p>Bags are allowed</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>		<p>Outdoor fixed equipment use by rota timetable only Where children do bring phones they are NOT collected in at this time Anti-bac wipes continue to be provided for use in IT suite (keyboard, mouse, etc.) and classrooms (hard surface shared resources – which should be few in number)</p>
<h2>Creative Play &amp; Art</h2>		
<p><b>Dressing Up Clothes:</b></p> <p>We continue to advise against the use of dressing up clothes. These involve sharing and children getting in and out of items of clothing, placing some over their heads etc.</p> <p><b>Play Dough:</b></p> <p>Any use of play dough must involve each child having their own allocated play dough and not sharing.</p>		

<p><b>Soft Furnishing/Rugs</b></p> <p>It is recommended that these remain not in use. Pupils can still use carpet time if within their bubbles. It is strongly advised that the staff member maintains social distancing as much as possible.</p> <p><b>Indoor water/outdoor water play:</b></p> <p>Whilst the use of soapy water reduces Covid risk, when doing water play children must be stood side by side, not facing each other.</p> <p><b>Indoor sand:</b></p> <p>Only children from the same bubble can use sand. Once used by a bubble the sand must not be shared between classes. During sand play if more than one child is playing with the sand, they must be stood side by side and not face to face.</p>		
<p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>		
<p>The 'catch it, bin it, kill it' approach is very important, you must ensure that you have enough tissues and bins available in the school to support pupils and staff to follow this routine.</p> <p>As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates. The <a href="#">e-Bug coronavirus (COVID-19) website</a> contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant.</p> <p>This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education</p>		<p>Hands must be dried after washing. Tissues used in the bins provided Tissues provided in all classrooms for blowing / catching sneezes Hand soap at all sinks at all times</p>
<p>Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents</p>		
<p>You should put in place and maintain an enhanced cleaning schedule. This should include:</p>	<p>To meet the cleaning regimes and conform to government guidance on maintaining the standard required to reduce the risk of contamination – you</p>	<p>Additional cleaner – two hours daily –</p>

<ul style="list-style-type: none"> <li>• more frequent cleaning of rooms or shared areas that are used by different groups</li> <li>• frequently “touched surfaces” being cleaned more often than normal</li> <li>• cleaning toilets regularly</li> <li>• encouraging pupils to wash their hands thoroughly after using the toilet</li> <li>• if your site allows it, allocating different groups their own toilet blocks</li> <li>• Staffrooms are cleaned regularly including items such as: - kettles, toasters, microwaves, dishwashers etc.</li> <li>• Window sills, ledges and handles (where windows are being opened to allow ventilation)</li> </ul>	<p>may need to consider increasing resources and extending the hours cleaning staff operate</p> <p>For further information on cleaning visit the governments advice</p> <p><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> <div data-bbox="972 376 1178 517">  <p>Cleaning Guidance for Schools.docx</p> </div>	<p>during response / need for control measures</p> <p>Toilet access is already controlled / limited. We will continue to not use the rear hall toilet (or the changing rooms)</p>
<p><b>Keep occupied spaces well-ventilated</b></p>		
<p><b>Ventilation and air conditioning during the coronavirus (COVID-19) pandemic</b></p> <p><b>"It is important not to completely close windows and doors when the area is occupied as this can result in very low levels of ventilation."</b></p> <p>Good ventilation, together with social distancing, keeping your workplace clean and frequent handwashing, can help reduce the risk of spreading coronavirus.</p> <p>When your school is in operation, it is important to ensure it is well-ventilated and a comfortable teaching environment is maintained.</p> <p>These can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>• <b>mechanical ventilation</b> systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply</li> <li>• <b>natural ventilation</b> – opening windows (in cooler weather windows should be opened just enough to provide constant background</li> </ul>	<p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.</p> <p>The law requires employers to ensure an adequate supply of fresh air in the workplace and this has not changed during the pandemic. Advice from the HSE:</p> <p><a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a></p> <p>The advice from the HSE following their “spot checks” is that fire doors <b>should not</b> be propped open to aid ventilation. Should you have limited ventilation through open windows, doors can only be propped open when a door guard or mag lock is installed. A door guard holds the door back and releases the door when it hears the fire alarm. A mag lock holds the door back until the fire alarm is activated. The area would need to be adequately supervised to ensure no pupils can leave the premises unnoticed / unsupervised.</p>	<p>Rooms with no direct fresh air flow / ventilation are separately assessed and use is strongly limited. Indirect ventilation is boosted, multi-occupancy is not allowed or severely restricted, serial use by different individuals is not allowed. Indirect ventilation may require external doors being open, with a trade-off on security and heat loss. Room capacity set accordingly – and displayed</p>

<p>ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</p> <ul style="list-style-type: none"> <li>• <b>natural ventilation</b> – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> <li>• opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing</li> <li>• rearranging furniture where possible to avoid direct draughts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces</p>		
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### SECTION 3: SCHOOL RISK ASSESSMENT

#### Getting to and from School

<b>Potential Hazard</b>	Wider Public Transport for staff and pupils		
<b>Risk</b>	Transmission of the virus		
<b>Who might be harmed</b>	Staff, pupils, Driver & Passenger Assistants		
<b>Existing control measures</b>		<b>Additional control measure</b>	<b>School Response and Actions</b>
Public transport capacity continues to be constrained. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.		Encourage parents, staff and pupils to walk or cycle to school where possible	

<p>If possible, consider staggered start times to enable more journeys to take place outside peak hours.</p> <p>Where children, young people and staff need to use public transport, they should follow the safer travel guidance. <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>		
<p>Pupils arriving and leaving school</p>		
<p><b>Pupils should not enter the School premises if they are displaying symptoms of covid-19</b></p> <p>Pupils should enter the School building via their designated route (at the beginning and end of the School day)</p> <p>Staggered starts and finish times must be introduced to avoid congestion at peak times</p> <ul style="list-style-type: none"> <li>• A staggered start may include: <ul style="list-style-type: none"> <li>○ condensing or staggering free periods or break time but retaining the same amount of teaching time</li> <li>○ keeping the length of the day the same but starting and finishing later to avoid busy periods</li> </ul> </li> <li>• Pupils should be reminded of the importance of social distancing when arriving and leaving the School premises</li> <li>• Pupils should use the one-way systems that are in place around the School</li> <li>• Pupils should wash their hands for at least 20 seconds with soap and warm water when they arrive at School</li> </ul>	<p><a href="https://www.gov.uk/guidance/face-coverings-when-to-wear-one-exemptions-and-how-to-make-your-own">Face coverings: when to wear one, exemptions, and how to make your own - GOV.UK (www.gov.uk)</a></p> <p>You should communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to:</p> <ul style="list-style-type: none"> <li>▪ gather at the gates</li> <li>▪ come onto the site without an appointment</li> </ul>	<p>Y3 via Tapton field gate in and out All other pupils, top gate or Shore Lane Stagger: free flow from 08:35 to 09:00 – not fixed due to so much sibling clash at four other schools, plus internally Yellow dots indicate distancing by the entrance for pupils Parents reminded in letters / emails Supervised hand washing on arrival</p>
<p>Visitors / parents accessing the site dropping off / collecting pupils</p>		
<p><b>Parents / visitors / contractors should not enter the School premises if they are displaying symptoms of covid-19</b></p> <ul style="list-style-type: none"> <li>• Visitors / parents should only enter the School premises if their visit is essential and an appointment has been made</li> <li>• If parents require additional support e.g. an interpreter – <b>it is strongly recommended that both parties wear face coverings</b> and maintain social distancing when arriving</li> <li>• Information on social distancing and hygiene must be explained to visitors/ parents on or before arrival</li> </ul>	<ul style="list-style-type: none"> <li>• Signs to be displayed in the main entrance reinforcing the message do not enter the School if anyone is symptomatic</li> <li>• Signs should be displayed in the reception area to inform visitors / parents to socially distance (2 metres) and wear face coverings</li> <li>• Signs to be displayed to guide parents and carers where and when they should drop off and pick up their children. This should happen at the school gate.</li> <li>• A queuing system and process should be in place for staff to greet each child, staff and parents to maintain social distancing</li> </ul>	<p>Normal signing in suspended – office staff to do this Signs on display around all areas for parents and other visitors Hand-overs off site at start and end</p>

<ul style="list-style-type: none"> <li>• All meetings should take place at a safe distance – 2 metre social distancing and face coverings must be worn</li> <li>• A record must be kept of all visitors and parents to site for track and trace purposes</li> <li>• "Signing in &amp; out" of the main office – ensure this is carried out by the office staff</li> <li>• Pens are removed from the reception area</li> <li>• A clear demarcation line is in place around the reception areas so that 2 metre social distancing can be maintained</li> <li>• A visual screen / barrier is in place to protect office staff</li> <li>• Contact surfaces in reception, office, delivery areas e.g., screens, telephone sets, desks etc. are thoroughly cleaned throughout the day</li> <li>• Frequently touched office items such as staplers, hole punchers, photocopiers, marker pens &amp; whiteboards etc. are thoroughly cleaned throughout the day</li> <li>• Cash should not be handled by staff where possible online / contactless payments should be made</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are reminded not to park in the School car park and adhere to parking sensibly to avoid conflict with local residents</li> <li>• Systems are in place to monitor how many people are on site at any one time</li> <li>• If it is customary for parents to gather in the playground or to enter the building to drop off or collect children, this should no longer be allowed</li> <li>• Systems are in place to deal with those arriving at school who are not supposed to be there</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 / frequently touched items on a regular basis.</li> </ul>	<p>Lates – admitted by Shore Lane gate only, no parent to enter</p>
<p>Specialist, clinicians etc. visiting schools to provide a service to pupils with SEND</p>		
<p><b>Specialists / clinicians should not enter the School premises if they are displaying symptoms of covid-19</b></p> <p>When Specialists, therapists, clinicians, and support staff for pupils with SEND arrive at the School they must adhere to all social distancing and hand hygiene protocols. <b>It is strongly recommended that specialists wear face coverings</b></p> <p>A record must be kept of all specialists and clinicians to site for track and trace purposes.</p>	<p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <p>They, as well as Supply staff, peripatetic teachers or other temporary staff, can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff.</p> <p>Such specialists will be aware of the PPE most appropriate for their role.</p>	<p>Most meetings by Zoom etc. Specialists subject to own service restrictions as well (so often unlikely to attend on-site)</p>
<p><b>Immunisation Providers</b></p>		
<p>As normal, you should engage with your local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.</p> <p>These programmes are essential for children's health and wellbeing and can also provide benefits for staff.</p>		<p>In Lockdown / school restriction periods it was possible to use a classroom (empty). This will not be possible when school is fully open. A one-way system will be needed to access available / usual space.</p>



## Wrap around providing and extra-curricular provision – Breakfast & after School clubs

From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training. We will amend the Health Protection (Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for this. Vulnerable children can attend these settings regardless of circumstance

You should advise parents that where they are accessing this provision for their children, that they must only be using this, where:

- the provision is being offered as part of the school's educational activities (including catch-up provision)
- the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution
- the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group

However, you must ensure that:

- Bubbles sizes are kept to the lowest numbers possible
- Staff supervising the wraparound care maintain social distancing (2 metres) at all times with other staff / adults who are running the clubs
- Schools should work closely with external wraparound providers to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.
- Where you can't group children in the same bubbles as they are during the school day – you should keep children in a small consistent group and provide additional staff to supervise the smaller groups
- You must ensure supervision is adequate and meets staff: pupil ratio requirements

Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also:

- advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible.
- encourage them to check providers have put in place their own protective measures

Lexia controlled engagement and numbers, running before school.  
Controlled by year group

No other out of hours activities at this time – no evidence that need is sufficient to be viable or that need is for stated reasons only

Rascals Old School House collect pupils after school on-site and make their way to their venues from here

School does not provide out of hours activities expressly for the purpose of childcare, and so running any of our OOHA is unlikely

## Alternative Provision

All pupils in alternative provision (AP) settings should attend school full-time, including:

- pupil referral units
- AP academies
- AP free schools
- independent AP schools

Where they are affected by the Remote Education Temporary Continuity Direction, AP settings must provide remote education to pupils covered by the Direction whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).

AP – staff and pupil travel separately (pupil with parent)

Staff do not go back to class / bubble in school that day after half day at AP

<p>AP settings must comply with health and safety law which requires employers to assess risks and put in place proportionate control measures.</p> <p>When working through the system of controls, AP settings should take steps to minimise social contact and mixing as far as is practicable.</p> <p>All AP settings, especially larger AP schools, should consider whether pupils can be placed into smaller groups and still receive a broad and balanced curriculum.</p> <p>Due to the smaller size of many AP settings, and because AP settings are not typically organised by year groups, AP settings may wish to adopt whole school bubbles as part of their system of controls.</p>		
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## Management of the School Site

Risk	Transmission of the virus		
Who might be harmed	Staff, pupils		
Existing control measures		Additional control measure	School Response and Actions

### Cloakroom Areas

<p>Staff should manage the number of pupils accessing the cloakroom areas at the start, break times, lunchtimes and end of the School day to ensure social distancing is maintained</p>	<p>Parent should not be allowed into the cloakroom areas</p> <p>Inform all parents that once they have dropped their child off at School, they must leave the site as soon as possible</p>	<p>Staffing does not allow direct supervision in the classroom, cloakroom and outside at the same time, so some trust, and some additional numbers will be needed, along with some hand washing before departure with short period return to class to wait</p>
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Toilets		
<p>Ensure you have access to running water</p> <p>Inform all pupils to wash their hands when they have used the toilet with warm soapy water</p> <p>Limit the number of pupils accessing the toilets so they do not become overcrowded</p> <p>Some children will need additional support and social stories to support them in understanding how to follow rules</p> <p>All toilets must be cleaned thoroughly throughout the day paying particular attention to the frequently touched points: toilet seat, taps, flush, door handles, locks sink etc.</p>		
Assemblies		
<p>You should avoid large gatherings such as assemblies or collective worship with more than one group</p>		<p>Assembly by Zoom</p> <p>Year groups may come together' outside, with spread e.g. Y6 bubbles each outside their own mobile classroom</p>
Break times		
<ul style="list-style-type: none"> <li>Pupils should stay in their allocated bubble at breaktimes and not mix with other bubbles.</li> <li>Ensure an allocated space is marked out for each bubble</li> <li>Where staff are supervising breaktimes they must maintain social distancing (2 metres) from other staff members</li> <li>Restrict the number of pupils accessing the toilets at any one time</li> <li>Water fountains must be decommissioned, and signage displayed enforcing the fountains not to be used</li> </ul>	<ul style="list-style-type: none"> <li>Where possible stagger the break times to avoid congestion on the playground</li> <li>Pupils are informed to bring in their own water bottle from home</li> <li>Schools to have a supply of plastic beakers / bottles for pupils who forgotten their water bottle</li> </ul>	<p>See separate arrangements on planned timetable</p> <p>As September – four break times, four lunch times; one year group per playground, double-class bubble per half playground</p> <p>Year groups to arrange play supervision</p>
Dining Room – lunch times for pupils		
<ul style="list-style-type: none"> <li>All pupils must stay on site once they have entered the School premises, access to the local shops is not allowed</li> <li>Lunchtimes to be staggered to avoid congestion</li> <li>Pupils should stay in their allocated bubble at lunchtimes and not mix with other bubbles</li> <li>Food and drink should only be consumed in dedicated areas.</li> </ul>	<p>We expect kitchens to be fully open and normal legal requirements will apply to the provision of food for pupils, including ensuring food meets the standards for school food in England.</p> <p>This includes for those eligible for:</p> <ul style="list-style-type: none"> <li>benefits-related free school meals</li> <li>universal infant free school meals</li> </ul>	<p>Lunch arrangements:</p> <p>Four sittings of Y5, Y43, Y4, Y6 – spaced at 15 minute intervals</p>

<ul style="list-style-type: none"> <li>• If pupils eat within a classroom environment – this can be identified as a dedicated space, however social distancing, hand washing should be incorporated and wiping and cleaning of the designated space before teaching and learning re-commences.</li> <li>• If food is consumed in a classroom all advice within dining/lunchtime section of the Risk Assessment should be followed.</li> <li>• Food and drink must not be shared by pupils or 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, vending machines and payment devices</li> </ul> <p>• Parents must inform any changes to their child's dietary requirements</p>	<p>School kitchens should follow the guidance for food businesses on coronavirus (COVID-19).</p> <p>You should also continue to provide free school meal support to pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</p> <p>The School may need to consider employing additional lunchtime supervisors to cover the bubbles</p> <p>If you use a catering contractor ensure that you have seen their risk assessments and safe systems of work on how to keep themselves, staff and pupils safe from transmission of the virus</p> <p>Further advice can be obtained from the Local Authority School Meals Service</p> <p>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>Headteacher to liaise with the catering staff on any changes to a pupil's dietary requirement</p>	<p>Four long tables out, one per class – so up to 30 children sit at 36 seats. This spacing is as September to December, and is 36 fewer than pre-covid-19</p> <p>Contractor has own RA, provides own PPE.</p> <p>Menu slightly reduced</p> <p>MDSA allocated to year groups</p> <p>Water offered in plastic disposables</p> <p>All surfaces wiped and all of a bubble out before next 'sitting' comes in</p> <p>'Stragglers' removed to other areas (servery / IT area)</p>
Adverse Weather		

<p>Ensure you have a gritting plan in place and all staff are aware of it. When staff are involved in gritting, clearing snow etc. social distancing should be always maintained There must be no sharing of snow clearing equipment, all staff involved should have their own equipment. If equipment has been shared staff must wash their hands. Due to the size and layout of Schools you may only be able to clear one path into School, therefore staggered starts should be implemented to ensure socially distancing is maintained by parents and pupils entering the School grounds Where additional entrances to the School grounds have been closed, this must be communicated to all parents and signage placed on the additional entrances. Schools should only grit and clear snow within the School boundary Ensure you have enough staff on site to supervise the pupils safely Lone working procedures are always adhered to. If pupils are allowed on the playground in adverse weather, they should remain in their bubbles.</p>		
<p>Fire Drills / Activation of the fire alarm</p>		
<p>Fire safety management plans should be reviewed and checked in line with operational changes.</p> <p>You should check:</p> <ul style="list-style-type: none"> <li>all fire doors are operational at all times</li> <li>your fire alarm system and emergency lights have been tested and are fully operational</li> </ul> <p>Carry out emergency drills as normal</p> <p>You should adjust your fire drill to allow for social distancing as appropriate.</p> <ul style="list-style-type: none"> <li>When undertaking a fire drill each bubble should have their own allocated assembly area</li> <li>The bubbles <b>should not</b> mix when undertaking a fire drill</li> <li>Markers should be displayed at the assembly area / muster point to avoid congestion</li> <li>A phased return must be adhered to when leaving and re-entering back into the school premises to maintain social distancing</li> <li>Washing of hands etc. still required on entry back into the building</li> <li>All staff must maintain social distancing (2 metres) with other members of staff</li> </ul>	<p>Refer to advice on fire safety in new and existing school buildings <a href="https://www.gov.uk/government/publications/fire-safety-in-new-and-existing-school-buildings">https://www.gov.uk/government/publications/fire-safety-in-new-and-existing-school-buildings</a></p> <p>Ensure a fire drill plan is produced - highlighting where each bubble will be allocated</p> <p>You may have to use one or more external areas of the School to achieve social distancing where possible</p> <p>Ensure someone is in charge to co-ordinate the fire drill and communicate with others who might be using other areas of the site. You may need additional fire marshals to achieve this. A debrief must be undertaken to share any lessons learnt</p> <p>Ensure the fire drill is recorded in the fire precautions logbook</p> <p>Ensure that the fire alarm is regularly serviced / maintained to reduce the risk of false activations</p>	<p>Fire drill in bubbles – because bubbles do not equal classes</p> <p>Fire drill on return, because it has been over a term</p> <p>Return to class only as directed / when clear to do so</p> <p>Reminder to staff in preparation about social distancing even when outdoors</p>
<p>Estates / Building checks</p>		

<p><b>Opening after reduced occupancy</b></p> <p>It is important that you undertake all the usual building checks to make the school safe. If buildings have been closed or had reduced occupancy, water system stagnation can occur due to lack of use. This can increase the risk of Legionnaires' disease.</p>	<p>Further information on Legionnaires disease can be found on the HSE website below</p> <p><a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></p>	<p>Site has NOT been closed and no room has been unused – all on-going practice has continued</p>
<p><b>Deliveries</b></p>		
<ul style="list-style-type: none"> <li>When placing orders for delivery ensure that you inform the company of the School's protocol for accepting deliveries</li> <li>If practicable drivers should wash or clean their hands before unloading goods and materials</li> <li>Do not approach delivery staff; allow packages to be left in a safe place e.g., main entrance</li> <li>Staff should not sign for deliveries</li> <li>Hands are to be thoroughly washed after handling all deliveries</li> <li>Keep deliveries to a minimum with essential items only</li> </ul>		
<p><b>Contractors</b></p>		
<p>You should ensure site guidance on physical distancing and hygiene is explained to all contractors on or before arrival.</p> <p><b>It is strongly recommended that contractors wear face coverings</b></p> <p>Where visits can happen safely outside of school hours, they should.</p> <p>A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</p> <p>Staff and contractors must maintain social distancing at all times</p> <p>All contractors are to wash their hands upon entering the site</p> <p>Site inductions are to be carried out following social distancing principles (2m separation).</p>	<p>The contractor is to notify the Headteacher / Senior manager of all areas visited, in order that these can then be thoroughly cleaned</p>	

## Curriculum & learning

<p><b>Remote Education</b></p>		
<p>Attendance will be mandatory for all pupils of compulsory school age from 8 March.</p> <p>Schools affected by the Remote Education Temporary Continuity Direction are still required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19).</p> <p>This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to</p>	<p><b>Delivering remote education safely</b></p> <p>Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.</p> <p>The guidance includes a collection of resources which includes support for:</p>	<p>Inwards remote learning – by two third trimester staff to tuition in school – individual RA completed Supervised locations in school</p>

<p>shield. All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.</p> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school and should include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.</p> <p>As a minimum you should provide:</p> <ul style="list-style-type: none"> <li>• Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>• Key Stage 2: 4 hours a day</li> <li>• Key Stages 3 and 4: 5 hours a day</li> </ul> <p>In developing remote education, we expect you to:</p> <ul style="list-style-type: none"> <li>• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum</li> <li>• select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at get help with technology</li> <li>• overcome barriers to digital access for pupils by: <ul style="list-style-type: none"> <li>◦ distributing school-owned laptops accompanied by a user agreement or contract</li> <li>◦ providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work</li> </ul> </li> </ul> <p>Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern</p> <p>Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education</p> <p>We expect you to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.</p> <p>Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.</p>	<ul style="list-style-type: none"> <li>• safe remote education</li> <li>• virtual lessons</li> <li>• live streaming</li> <li>• information to share with parents and carers to support them in keeping their children safe online</li> </ul> <p><u>Safeguarding and remote education during coronavirus (COVID-19)</u> provides guidance to help schools and teachers support pupils' remote education during coronavirus (COVID-19).</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>• annex C of <a href="#">keeping children safe in education</a></li> </ul> <p><b>Special Educational Needs</b></p> <p>If pupils with SEND are not able to be in school, their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.</p> <p>The requirement for schools within the 2014 Children and Families Act to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.</p> <p>You should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the types of services that the pupil can access remotely.</p> <p>You can access further information on supporting pupils and students with SEND to access remote education.</p>	<p>School approved hardware In school time only</p>
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<p>We also recognise that some pupils with SEND may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.</p>	<p><a href="https://get-help-with-remote-education.education.gov.uk/send">https://get-help-with-remote-education.education.gov.uk/send</a></p>	
<h2>Educational Visits</h2>		
<p>We advise against all educational visits at this time. This advice will be kept under review.</p>		<p>NO visits / trips at this time, no matter how local</p>
<h2>Music Dance and Drama</h2>		
<p>You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</p> <p>Singing, wind and brass instrument playing can be undertaken</p> <p>Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.</p> <p><b>Minimising contact between individuals</b></p> <p>The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff, including for rehearsal and performance.</p> <p>As set out in the system of controls, this can be achieved through keeping groups separate (in bubbles) and through maintaining social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum.</p> <p>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, 2 metres from other adults.</p> <p>You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent</p>	<p>When planning music provision, you should consider additional specific safety measures. There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.</p> <p>Government has published advice on safer singing. <a href="https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing">https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing</a></p> <p><b>Social distancing</b></p> <p>In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should use seating where practical to help maintain social distancing.</p> <p><b>Seating positions</b></p> <p>Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</p> <p><b>Microphones</b></p> <p>Use microphones where possible or encourage singing quietly.</p>	<p>Singing only by class, facing forward, staff to side or rear</p> <p>Music room closed for groups or classes</p> <p>Instrument sharing limited and equipment to be wiped before passing</p> <p>No performances with audiences</p> <p>Show &amp; tell outdoors with instruments</p> <p>Individual lessons only begin when Music Hub begin. Limited to one instrument per room per day and one per teacher</p>



physical correction by teachers and contact between pupils in dance and drama.

You should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly.

If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing.

Do not share microphones

### Performances

You should not host any performances with an audience. You may wish to consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.

### Singing, and playing wind and brass instruments in groups

Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained

### Playing outdoors

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

### Playing indoors

If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limit the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation

### Handling equipment and instruments

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

- increased handwashing before and after handling equipment, especially if being used by more than one person.
- Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.
- If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users.
- Instruments should be cleaned by the pupils playing them, where possible.
- Limit handling of music scores, parts and scripts to the individual using them
- Consider limiting the number of suppliers when hiring instruments and equipment. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.
- Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.

### Individual lessons

Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures on peripatetic teachers



In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction

### Physical activity in schools

<p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls</p> <p>For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene.</p> <p>This is particularly important in a sport setting because of the way in which people breathe during exercise.</p> <p>External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities</p> <p>You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.</p>	<p>Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e., sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. Competition between different schools should not take place until wider grassroots sport for under 18s is permitted.  <a href="https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events">https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events</a></p> <p>Refer to:</p> <ul style="list-style-type: none"> <li>• guidance on grassroots sports for public and sport providers, safe provision and facilities, and guidance from Sport England</li> <li>• advice from organisations such as the Association for Physical Education and the Youth Sport Trust</li> <li>• guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents</li> <li>• using changing rooms safely</li> </ul>	<p>PE in bubbles</p> <p>PESSPA may come in</p> <p>No after school clubs at this time – not childcare</p> <p>Units shred / divided to limit equipment sharing</p> <p>Mile a Day / Kay a Day encouraged</p>
<p><b>Supply Staff, temporary or Peripatetic Teachers</b></p>		
<p>You can continue to use Supply teachers and staff. We recommend using the Crown Commercial Service's agency supply deal when hiring agency workers.</p> <p>Supply staff and other temporary or peripatetic staff can move between schools. Such staff and visitors must follow your school's arrangements for managing and minimising risk based on the system of controls</p> <p>They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking.</p> <p>This also applies to other temporary staff and volunteers working in schools such as:</p> <ul style="list-style-type: none"> <li>• support staff working on a supply basis</li> <li>• peripatetic staff such as music tutors and sports coaches</li> </ul>	<p><b>Other support</b></p> <p>Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles.</p> <p>Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.</p> <p>Mixing of volunteers across groups should be kept to a minimum, and they should adhere to the system of controls in place</p>	<p>Regular on books Supply used, or own staff through o/t to cover absences to limit contacts and mixing</p> <p>Supply to be briefed on expectations on arrival</p>

<ul style="list-style-type: none"> <li>those working in before and after school club</li> </ul>		
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## Staff & Pupil Wellbeing

<b>Pupil Wellbeing &amp; Support</b>		
<p>Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood.</p> <p>This may particularly be the case for vulnerable children, including those with a social worker and young carers.</p> <p>It is important to contextualise these feelings as normal responses to an abnormal situation.</p> <p>Consider using pastoral and extra-curricular activities 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 (COVID19)</li> <li>support pupils with approaches to improving their physical and mental wellbeing</li> </ul> <p>Where there is a concern a pupil is in need or suffering or likely to suffer harm, follow your child protection policy and part 1 of keeping children safe in education. Consider any referral to statutory services (and the police) as appropriate</p> <p>Work with school nurses, where they are in place, to:</p> <ul style="list-style-type: none"> <li>ensure delivery of the healthy child programme (which includes immunisation)</li> <li>identify health and wellbeing needs</li> <li>provide support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>support pupils with additional and complex health needs</li> </ul>	<div>  <p>Guidance for Primary Care - Children and</p> </div> <div>  <p>Healthy Minds Top Tips for school staff c</p> </div> <p>You may also need to provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible. Our 'Every interaction matters' webinar can help with offering pastoral support for wellbeing</p> <p><b>Wellbeing for Education Return Programme</b></p> <p>The Wellbeing for Education Return programme, provides training and resources to help school staff respond to the wellbeing and mental health needs of pupils. The training provides practical examples to support staff and pupils within a school.</p> <p>Local authorities have received funding to employ skilled staff to:</p> <ul style="list-style-type: none"> <li>deliver the training to schools</li> <li>provide advice and support until March 2021</li> </ul>	<p>Hub time increased through staff contract change</p> <p>MindUp, R(S)E/HE units to be taught, Zones of Regulation introduced and working after training</p> <p>Greater numbers of 'vulnerable' children have been attending</p> <p>MAST signposting in place (Rebecca Gorman)</p>
<b>Behaviour, discipline, and wellbeing</b>		
<p>Your policies should set clear, reasonable and proportionate expectations of pupil behaviour</p> <p>Set out clearly the consequences for poor behaviour and deliberately breaking the rules. You should also set out how you will enforce those rules including</p>	<p><b>Disciplinary actions</b></p> <p>The disciplinary powers that you normally have, including suspension and expulsion, remain in place.</p>	<p>Policy remains in place with alterations about covid-19 context safety expectations</p>

<p>any sanctions, especially for any restrictions on movement within school and new hygiene rules</p> <p>Lack of routine, and classroom discipline may contribute to disengagement for some pupils returning to school. This could result in an increase in poor behaviour.</p> <p>Consider what sanctions or consequences are appropriate for poor behaviour and whether additional support should be put in place for these pupils including those who:</p> <ul style="list-style-type: none"> <li>• may struggle to reengage in school</li> <li>• are at risk of being absent or persistently disruptive</li> </ul> <p>Some pupils may return to school having suffered from:</p> <ul style="list-style-type: none"> <li>• bereavement</li> <li>• anxiety</li> <li>• in some cases, increased welfare and safeguarding harms</li> </ul> <p>This may lead to an increase in social, emotional and mental health concerns, particularly for vulnerable groups such as:</p> <ul style="list-style-type: none"> <li>• pupils with a social worker</li> <li>• previously looked-after children who left care through adoption or special guardianship</li> <li>• young carers</li> </ul> <p>These pupils may need additional support and access to services such as educational psychologists, social workers and counsellors.</p> <p>Additionally, provision for pupils who have SEND may have been disrupted during the period of restrictions on attendance and there may be an impact on their behaviour. Work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</p>	<p>Expulsion should only be used as a last resort and must be lawful, reasonable, and fair.</p> <p>Where a pupil with a social worker is at risk of suspension or expulsion, inform their social worker and involve them in relevant conversations.</p> <p>Try to avoid expelling any pupil with an EHC plan, or a looked-after child. Where a looked-after child is at risk of suspension or expulsion, the designated teacher should contact the relevant authority's virtual school head as soon as possible. This will help you to decide how to help the child and avoid an expulsion becoming necessary.</p> <p>Where a previously looked-after child is at risk of expulsion, the designated teacher should speak with the child's parent or guardian and seek advice from their virtual school head.</p> <p>Pre-empting that a pupil may commit a disciplinary offence, and not allowing the pupil to attend school, is an unlawful suspension.</p> <p>You should already have arrangements in place to support attendance and engagement. Consider what additional support pupils may need to make a successful return to full-time attendance.</p> <p>Any disciplinary suspension or expulsion of a pupil from a school, even for short periods of time, must follow the statutory procedure. 'Informal' or 'unofficial' suspensions, such as sending pupils home 'to cool off' for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers.</p> <p>It is unlawful to punish a child for the actions of their parents. For example, refusing to allow a pupil to class because their parents did not attend a meeting or because the parents brought the pupils to school late would be unlawful.</p>	<p>Rules and expectations to be revisited as much and as often as needed in class and Assembly</p>
<h2>Safeguarding</h2>		
<p>Schools must continue to have regard to the statutory safeguarding guidance keeping children safe in education.</p> <p>You should consider revising your child protection policy to reflect the return of more pupils. This should be led by your designated safeguarding lead.</p>		<p>Remind all staff about reporting requirement and route</p>

<p>As children return try to give designated safeguarding leads and their deputies more time to:</p> <ul style="list-style-type: none"> <li>• support staff and pupils with new safeguarding and welfare concerns</li> <li>• handle referrals to children's social care and other agencies where appropriate</li> </ul> <p>The designated safeguarding lead should continue to co-ordinate with children's social care, the local three safeguarding partners and other agencies and services to identify harm and ensure children are appropriately supported. They should speak to school nurses who have continued virtual support to pupils who have not been in school.</p>		
<h2>School Uniform</h2>		
<p>We would encourage all schools to maintain their usual uniform policies.</p> <p>Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</p> <p>Uniforms do not need to be cleaned:</p> <ul style="list-style-type: none"> <li>• more often than usual</li> <li>• using different methods</li> </ul> <p>Think about how you will manage pupil non-compliance. Taking a mindful and considerate approach may help parents who have difficulty obtaining uniform items or are experiencing financial pressures.</p>	<p>Increased ventilation may make school buildings cooler than usual over the winter months.</p> <p>Consider allowing pupils to wear additional items of clothing in addition to the school's current uniform. Where this occurs, no extra financial pressure should be placed on parents.</p>	
<h2>Administering First Aid</h2>		
<p>Children, young people or learners who require first aid should continue to receive care in the same way</p> <p>Wash hands and ensure the affected area is cleaned upon completion</p> <p>All first aid waste and PPE should be disposed of by double bagging and put in the external waste</p> <p>Children, young people or learners who require administration of medicines should continue to receive care in the same way</p> <p>Staggered times of administration of medicines should be considered</p> <p>Wash hands and ensure the affected area is cleaned upon completion</p> <p>All waste and PPE should be disposed of by double bagging and put in the external waste.</p> <div data-bbox="965 1193 1176 1316" data-label="Image"> </div>	<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 <a href="#">First Aid / Administrations of Medicines / Providing Intimate Care Guidance</a></p>	<p>Primary 1<sup>st</sup> Aid in classroom or on playground</p> <p>More serious dealt with as usual – workroom</p> <p>Room capacity applies</p>

Providing intimate care		
Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way If you are not providing intimate care to someone, PPE is not needed.		Available at workroom, but not currently applicable

## School Staff

Break times and lunchtimes for staff		
<p>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</p> <p>When staff take their lunch breaks, they need to ensure that they always adhere to social distancing and wash their hands before entering back into the classroom</p> <p>Limit the number of staff in the staff room at any one time</p> <p>Stagger the staff's break times and lunch times to avoid congestion</p> <p>Do not share food with other members of staff</p> <p>Do not make drinks for other members of staff</p> <p>Ensure all appliances are cleaned after each use this includes kettles, toasters, microwaves, dishwashers, tables and chairs etc.</p>		<p>No ban on leaving site – well-being</p> <p>Two lunch room s-teaching kitchen</p> <p>Breaks are staggered as pupil breaks are</p> <p>Cleaning rota, wipes always available</p>
Meetings and Training		
Meetings should be carried out remotely (via Zoom calls or other online conference call facilities) during lockdown		As far as sensibly possible – drop ins may be (2m apart) face to face
Home Visits to be undertaken by staff		
<p>Home visits should only be undertaken if it is <b>absolutely necessary</b></p> <ul style="list-style-type: none"> <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 always adhered to 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 Head teacher</p> <p>If staff share their vehicle with another member of staff, all touch points (door handles, handbrake, steering wheel etc.) should be cleaned prior to and after the visit</p>	<p>Standard practice – two to visit, but either walk to travel or separate cars, knock and step back</p>

## Supporting staff

All employers have a duty of care to their employees, and this extends to their mental health.

Make sure you have explained to all staff the measures you are putting in place.

Discuss with all staff any changes in place as part of these measures.

Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing.

Read about the:

- [extra mental health support for pupils and teachers](#)
- [Wellbeing for Education return programme](#)

Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing.

### Support and Resources

Teachers can access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff.

The training module on teaching about mental wellbeing will help improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom.

The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.

SAS Insurance services available to all staff and advertised

Workload managed and reduced

All benefits and rights in place and protected

## Staff taking leave

Staff will need to be available to work in school during term time.

Discuss leave arrangements with staff to inform workforce planning taking into account their individual contractual arrangements.

There is a risk that where staff travel abroad for a legally permitted reason, their return travel arrangements could be disrupted due to coronavirus (COVID-19) restrictions and they may need to quarantine on their return.

Guidance on how to self-isolate when you travel is available.

<https://www.gov.uk/government/publications/how-to-self-isolate-if-you-arrived-in-england-before-15-february-2021>

Usual standard practice will continue around requests for Leave in term time (for staff and pupils) – see Policy(s)

## Staff Deployment

<p>You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly.</p> <p>You should ensure that you continue to have appropriate support in place for pupils with SEND.</p> <p>Any redeployments of staff should not be made at the expense of supporting pupils with SEND.</p> <p>You should discuss and agree any proposed changes in role or responsibility with members of staff, ensuring staff members have the appropriate skills, expertise and experience to carry out the work, and all appropriate checks are made if they are engaging in regulated activity</p> <p>This includes making sure that for any interventions or care for pupils with complex needs:</p> <ul style="list-style-type: none"> <li>• safe ratios are met</li> <li>• specific training is undertaken</li> </ul> <p>You should be satisfied that staff have the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the staff.</p> <p>Staff who are not teachers may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. This is covered under the:</p> <ul style="list-style-type: none"> <li>• Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools</li> <li>• the freedoms provided under the funding agreement for academies</li> </ul>	<p>The responsibilities of a Teaching Assistant depend on what level you the teaching assistant is. See examples below: -</p> <p><b>Teaching Assistant Level 1</b> - To work under the direct instruction of the classroom teacher. General support to the teacher in the management of pupils and the classroom.</p> <p><b>Teaching Assistant Level 2</b> – to work under the instruction/guidance of teacher. Work may be carried out in the classroom or with <i>small</i> groups.</p> <p><b>Teaching Assistant Level 3</b> – To work under the guidance of the teacher under an agreed system of supervision. Can supervise whole classes <b>occasionally during the short-term absence</b> of the teacher</p> <p><b>HLTA</b> – Work within an agreed framework of supervision by taking responsibility for agreed learning activities, including PPA. These activities can be for individuals/groups/whole classes on a <b>short-term basis</b></p> <p><b>Cover supervisor</b> – to cover in the absence of a teacher. Predominantly employed in secondary schools as “cover” in a primary school quickly becomes “active teaching”</p> <div data-bbox="1350 754 1411 817" data-label="Image"> </div> <p>Teaching Assistants Recommendations</p>	<p>Teachers teach Support staff support No member of staff is expected to work outside their job descriptions Contacts ARE minimised Subject specialist teaching is removed Coordinated PPA allows fewer meeting face to face Additional staffing in place and continued from Sept to allow less movement of staff 'Boosting' in year group only 1 to 1 remotely (as above)</p>
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## Recruitment

<p>You can continue recruiting members of staff. The Teaching Vacancies service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly.</p> <p>Schools should consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. The DfE teaching blog provides:</p> <ul style="list-style-type: none"> <li>• information on the experience of implementing interviews remotely</li> <li>• advice that can be sent to candidates on how to prepare for remote interviews</li> </ul>		<p>On-line experience previously was positive – to continue as far as possible. Permanent appointments may be</p>
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<p>Where face-to-face meetings are necessary, you should share the school's control measures in advance and make it clear to candidates that they must follow the system of controls that you have in place. This includes any requirements for wearing face coverings where social distancing cannot be managed safely.</p> <p>When recruiting, continue to adhere to the legal requirements on pre-appointment checks as set out in part 3 of keeping children safe in education.</p> <p>Initial teacher training (ITT) providers have worked flexibly to ensure this year's newly qualified teachers (NQTs) are ready and prepared to enter the classroom. NQTs will also be supported by materials based on the early career framework reforms. Schools in the early roll-out regions (Bradford, Doncaster, Greater Manchester and the North East) will be able to benefit from the full support package.</p>		<p>preferable and so limited in-person schemes may be necessary (to observe teaching e.g.)</p> <p>Smaller panels, social distancing, face coverings.</p> <p>Interview q&amp;a by Zoom always.</p>
<h3>Deployment of ITT trainees and school engagement</h3>		
<p>ITT trainees can continue to go into their host school or college on placement.</p> <p>Trainees who go to their placement should be offered coronavirus (COVID-19) testing in the same way other school staff are. They are expected to follow all control measures put in place by host schools.</p>		<p>Limiting experience / contacts and mixing</p> <p>Same as year group expectations around bubbles, breaks etc.</p>
<h3>Performance Management and Appraisals</h3>		
<p>Maintained schools must continue to follow the school teachers' pay and conditions document. All pay progression for teachers must be linked to performance management.</p> <p>You should consider adapting performance management and appraisal arrangements to take account of the current circumstances, particularly where these have had an impact on the ability of the teacher to meet fully their objectives.</p> <p>Teachers must not be penalised during the appraisal process or any subsequent pay progression decisions because of the decision to restrict pupil attendance at schools.</p> <p>You should carry out any appraisals and performance management for support staff in accordance with the employee's contract of employment. We do not specify pay or terms and conditions of employment for support staff.</p>		<p>Delayed, deferred, de-escalated</p> <p>PM statement of maternity leave teachers before start of Leave</p> <p>Accepted pay advance (where appropriate)</p> <p>No data for one term in 2021 – no target by data possible</p>

## Sharing your risk assessment

You should share the results of your risk assessment with your entire workforce. If possible, you should consider publishing it on your website to provide transparency of approach to parents, carers and pupils. Any updates to the risk assessment should be uploaded so that parents and carers are not seeing an out-of-date version of the risk assessment.

## Monitoring and review of risk controls

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

## Roles and responsibilities

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

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

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

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

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

## Consulting employees (general)

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

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

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

## Resolving issues and raising concerns

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

## Contingency planning

For individuals or groups of self-isolating pupils and pupils who are shielding following government guidance related to coronavirus (COVID-19), remote education plans should be in place.

You should continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, you may be asked to revise your delivery models for a short period of time. To help with this, we have published a [contingency framework](#), which has been updated and outlines how schools should operate in the event of any restrictions.

Any decision that there should be local restrictions in any childcare or education settings will be made by central government on a case-by-case basis. Find guidance on how schools can order devices and access support to get set up with a digital platform at [get help with technology](#).



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

### for health and social care settings

#### Donning or putting on PPE

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

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1 Put on your plastic apron, making sure it is tied securely at the back.
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2 Put on your surgical face mask, if tied, make sure securely tied at crown and nape of neck. Once it covers the nose, make sure it is extended to cover your mouth and chin.
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3 Put on your eye protection if there is a risk of splashing.
- 

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.

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

Terms/definitions/clarifications etc.		
i	Hand washing protocol	Attached at appendix 1 below <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>