



This Addendum must be read in conjunction with the School's own Health & Safety Policy, brought to the attention of those currently employed or volunteering in the school and shared with those individuals upon induction to the setting.

FLOOKBURGH CE PRIMARY SCHOOL

HEALTH & SAFETY POLICY – COVID-19 ADDENDUM

04 January 2021

Approved by	
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Position:	Head teacher
Signed:	<i>G Pett</i>
Date:	January 2021
Proposed review date:	Following revisions to Government guidance

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	04 June 2020
2	Very minor updates and revisions to Section 3.7 (Accidents & Ill Health), 3.24 (Science & DT) and 3.25 (PESSPA)	10 June 2020
3	Minor changes to use of public transport guidance	15 June 2020
4	Updated to reflect the FULL re-opening of schools from September 2020 and revised Government/PHE guidance along with some reorganisation of wording	01 Sept 2020
5	Updated again to reflect late publication of revised Full Opening of Schools guidance	02 Sept 2020
6	Numerous updates throughout	29 Sept 2020
7	Further updates throughout – particularly in relation to ventilation (Section 3.3), fire safety (Section 3.16) and Contingency Planning/ Remote Education (Section 3.30)	02 Oct 2020
8	Further updates to reflect revised Full Opening: Schools Guidance	23 Oct 2020
9	Further updates to sun protection (Section 3.23) as a result of new National Restrictions (lockdown) (Section 3.31)	09 Nov 2020
10	Minor updates as a result of further revised Government guidance regarding the new restrictions	19 Nov 2020
11	Very minor updates as a result of yet more revisions to the New Restrictions Guidance and Full Opening of Special Schools along with some self-isolation updates	25 Nov 2020
12	Further revisions following lifting of national restrictions, resumption of the local tier system and updated school's guidance	04 Dec 2020
13	Minor updates to self-isolation periods – reduced from 14 to days to 10 days	11 Dec 2020
14	Minor updates throughout as a result of revised government guidance in relation to the return in January 2021, mass asymptomatic testing and Tier 4 Restrictions	04 Jan 2021

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1. Introduction

This addendum has been created following DfE guidance [Actions for schools during the coronavirus outbreak \(Full Opening: Schools\)](#), [Actions for Early years and childcare providers](#) and [Actions for Special schools and other specialist settings](#) and applies to all schools (mainstream and alternative provision): primary, secondary (including sixth forms), post-16 academies, infant, junior, middle, upper, school-based nurseries and boarding schools. Independent schools are expected to follow the same control measures in the same way as state-funded schools. It is an addendum to the School's existing Health and Safety (H&S) Policy and must be read and understood in conjunction with that Policy (available on request) by all individuals who come into contact with children and young people.

All staff have a responsibility to be aware of systems in school which support safeguarding and any temporary amendment or addendums to these will be explained to them by senior managers. This includes (but is not limited to) our H&S Policy, Child Protection Policy and procedures, Code of Conduct or Staff Behaviour Policy, Behaviour policy and procedures, Online Safety Policy and the associated Acceptable Use Agreements.

2. Context

From 20 March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the Covid-19 response - who absolutely need to attend.

From 01 June 2020, schools were asked to open to more pupils in addition to the children of key workers and those who are deemed vulnerable.

From the beginning of the autumn 2020 term, all pupils, in all year groups, should return to school full-time.

In line with the [Schools and childcare settings: return in January 2021](#) Secondary-age pupils are being prioritised for testing in response to the recent high rates of infection will have access to additional coronavirus (COVID-19) testing from the first week of January 2021. Primary schools should return as normal and these measures do not apply to early years providers. All schools with secondary-age pupils (including special schools and alternative provision) should offer tests for their pupils, with time to prepare from week commencing 04/01/21 and reaching as many pupils as possible from the week of 11/01/21. In those schools with secondary-age pupils, [vulnerable children and young people and the children of critical workers](#) are expected to access on-site education provision from each school's advertised first day of term and should be prioritised for testing. All pupils in alternative provision are expected to attend from the week commencing 04/01/21. Special schools have some flexibility on face-to-face attendance of pupils and students in the first week of term to enable them to appropriately mobilise the testing programme. During the week commencing 04/01/20, schools with secondary age pupils should:

- ensure on-site provision is available for vulnerable children and young people and children of critical workers;
- work to set up their testing programme
- prioritise resource for remote education for exam year groups - remote education should be provided to other years as resources permit.

Vocational exams scheduled for the first weeks of January will go ahead as planned.

Testing should be rolled out during week commencing 11/01/21 with exam groups prioritised for testing and return to on-site provision. All other pupils should be tested over the course of the week commencing 11/01/21 and all pupils should return to face-to-face education on 18/01/20. Pupils will be encouraged to have a test but should not be required to have had one as a condition of being allowed to return to school on 18/01/20.

Boarding schools with secondary-age pupils should provide for a staggered start back to on-site provision to allow for testing where possible.

Testing for primary staff under the weekly and daily testing programmes will begin in the second half of January 2021. A small number of primary schools have been asked to restrict access to children of critical workers and vulnerable children at the start of this term and provide remote education for all other pupils. Guidance is available in the [Contingency framework for education and childcare settings](#) and the [Contingency Framework – Implementation Guidance](#).

★ All schools are expected to take up the offer of asymptomatic testing – refer to: [Mass asymptomatic testing: schools and colleges](#) and [Mass asymptomatic testing in specialist settings](#). A separate Risk Assessment is available on the KAHSC website: [Model Risk Assessment for Lateral Flow Device \(LFD\) testing in Schools](#).

Despite the changes, **our Health and Safety Policy is fundamentally the same** with this addendum setting out some of the adjustments we are making in line with the altered arrangements and following advice from government and local agencies.

Some settings will have additional responsibilities arising from their regulation e.g. EYFS settings, or Special Schools as a result of their responsibility for young people over the age of 18.

Once adopted, this Addendum may be referred to in any disciplinary proceedings following unacceptable action by staff or other adults.

3. Variations to Arrangements / Procedures

3.1 Consultation, Communication and Competence

- We will consult staff and Trade Union (TU) or staff appointed H&S Representatives particularly on the protective measures required in school to prevent coronavirus (Covid-19) infection/spread. They will be involved in the risk assessment process allowing them to raise concerns and influence decisions. We will 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 those on term-time only contracts have adequate time to contribute.
- We will ensure staff feel supported and listened to. Regular staff meetings/briefings will be held (face to face following social distancing or remotely online) to discuss any issues and anxieties. Minutes/notes outlining briefing contents will be kept and shared with staff (including those not currently in school).
- We will ensure communication links are maintained with those who are self-isolating or home working to ensure they still feel part of the team and involved.
- Staff returning to school will undergo Induction into any new or temporary arrangements in place – records of Induction, training, instruction or information supplied will be kept (see [model Addendum to the Staff Induction Checklist](#)).
- The H&S Committee will still meet regularly (face-to-face physically distanced or online)
- Whilst social distancing rules remain, the Governing Body will adopt alternative arrangements for holding meetings e.g. online (following DfE [guidance on help with technology and remote education](#) and the National Governance Association [guidance for business continuity and holding virtual meetings](#)).
- The Governing Body will take a pragmatic approach to handling urgent business assessing whether it is reasonable to do so in virtual online committee meetings. Availability of governors or trustees will be considered to ensure that committee meetings are quorate. It may be more practical for the urgent business of any committee to be discussed at a full governing or trust board meeting instead.
- Required staff training that was due or which lapsed during lockdown, including refresher training will be planned and where practical, completed remotely online. Necessary face-to-face training can go ahead if social distancing can be maintained and the risk assessment suggests all reasonable steps have been taken to prevent infection spread.

3.2 Risk Assessment

- It is important for everyone to understand that risk assessments produced in relation to the Covid-19 pandemic are dynamic and will undoubtedly change as we move forward and as the Government produces additional information and guidance. Staff and others must keep themselves abreast of any changes affecting their working practices which will be communicated to them in a timely manner.
- As 3.1 above. Control measures determined by the Covid-19 related Risk Assessment(s) for the FULL Re-Opening of Schools will be monitored for effectiveness and the risk assessment(s) reviewed and revised as necessary and in line with any changes to Government guidance, in consultation with staff and TU Reps.
- Following the government's pausing of shielding measures from 01/08/20, we expect that most staff will attend school from September. Additional risk factors will be taken into consideration with regard to individual staff and pupils returning to school, including those who were previously shielding (clinically extremely vulnerable), those who are clinically vulnerable (including pregnant staff) or those with particular characteristics such as those from the Black, Asian, and Minority Ethnic (BAME) community who may be at comparatively increased risk from Covid-19 to ensure they are appropriately supported (refer to [clinically-vulnerable people](#), [COVID-19: review of disparities in risks and outcomes report](#) and [Schools and COVID-19: guidance for Black, Asian and minority ethnic \(BAME\) staff and their employers in school settings](#)).
- In consultation with these staff, decisions on alternative working arrangements may be made such as deployment to roles where it is possible to minimise contacts and maintain social distancing or home working where feasible and appropriate. Specific Individual Risk Assessments will be carried out with them using template [Risk Assessment for staff and students previously shielding or BAME](#) on the KAHSC website.
- Should Home Visits be required (i.e. they cannot be undertaken remotely), these will be conducted in line with our existing Home Visits Risk Assessment along with a Covid-19 specific Risk Assessment (see KAHSC model [Covid-19 Home Visits Risk Assessment](#)).

3.3 Health and Safety Inspections and Maintenance Activities

Prior to reopening for the autumn term, all the usual pre-term building checks will be undertaken to ensure site safety. Where part of, or a whole school site or building has been closed for many weeks, we will undertake a H&S inspection of the buildings, grounds and equipment concerned to ensure its ongoing safety and suitability. Refer to the [CIBSE: Emerging from Lockdown](#).

All routine in-house monitoring, testing and inspection will commence / continue as normal.

Restarting plant and equipment

- We will recommission all systems before re-opening, as would normally be done after a long holiday period, including gas, heating, water supply, mechanical and electrical systems and catering equipment.
- We will establish a clear plan for restarting any equipment that has been taken out of service during lockdown to ensure the safety of those who are undertaking the maintenance as well as protecting the equipment from damage. The restart process may require electrical and mechanical isolations to be reconnected, fluids to be refilled and plant and equipment to be reenergised in a specific sequence or order. Planning will therefore be based on manufacturers' instructions, commonly accepted technical guidance and by making reference to specialist contractors (where required). We will ensure that those who are carrying out the work are competent to do so and the work is correctly coordinated between them to avoid risks.

Statutory inspections

- The HSE have stated that 'the law for Lifting Operations and Lifting Equipment Regulations (LOLER) and Pressure Systems Safety Regulations (PSSR)' remain in place. As such, we must ensure that statutory inspections on lifting equipment (including passenger lifts and stair lifts), pressure systems, fixed electrical systems, PAT, gas appliances, etc are 'in date' prior to the reoccupation of buildings.
- We will consider whether equipment which has not been used for an extended period of time needs a statutory inspection even if one is not due.

Ventilation – keep occupied spaces well ventilated

- It is important to ensure the building is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including:
 - mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) - refer to the [HSE: Air conditioning and ventilation during the coronavirus pandemic](#) and [CIBSE coronavirus \(COVID-19\) advice](#);
 - natural ventilation – opening windows (in cooler weather, windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air;
 - natural ventilation – if necessary external opening doors may also be used (where safe to do so – see also 'fire doors' above).
- To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:
 - opening high level windows in preference to low level to reduce draughts;
 - increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused);
 - providing flexibility to allow additional, suitable indoor clothing (see also 'school uniform' above);
 - rearranging furniture where possible to avoid direct drafts.
- Ventilation in toilets should be kept running where possible. When in use, avoid opening windows in toilets to assure the right direction of ventilation.
- Ventilation in chemical stores should be kept running as normal.
- Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces (see also 'use of portable heaters' above). The Workplace (Health, Safety & Welfare) Regulations 1992 require employers to provide a 'reasonable' temperature in workplaces. The School Premises (England) Regulations 2012 do not specify minimum temperatures for any parts of a school but simply refer back to the Workplace Regulations. The HSE ACOP states 'the temperature in a workplace should normally be at least 16°C. If work involves rigorous physical effort, the temperature should be at least 13°C.
- In terms of convection heating systems, the risks are likely to be extremely low and it is unlikely that this could be replaced or retrofitted with additional filtration.

- Increased ventilation may make school buildings cooler than usual over the winter months. While we will want to maintain the benefits of our uniform, we may need to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, we will ensure that no extra financial pressure is placed on parents.

Cleaning

New cleaning arrangements in line with Covid-19 preparations will also include regular systematic checks:

- on drainage systems, checking traps have not dried out and ensuring water seals are in place to prevent smells within the building, for example, hygiene rooms, sports hall showers;
- where toilets are put back into use, ensuring the flushing of the toilets occur with the lids down (where fitted) and toilet ventilation systems are working.

3.4 Water Hygiene Management

Water systems

- When increasing operational capacity or re-opening we will follow the usual water system building management procedures as we would at the end of the summer holidays.
- Chlorinating and flushing water systems may not be necessary if the system has remained operational through routine flushing as advised in the cold water systems and domestic hot water services sections of our Legionella Risk Assessment.
- We will contact our legionella competent person who will advise on the action required. If a full system flush is required but not immediately available, we will seek advice from your competent person on alternative options.

Drinking Water

If it has not been possible to maintain our system throughput of water from routine flushing to all outlets or a competent person has not tested the water and provided satisfactory bacterial test results, the water may not be safe to drink. In these circumstances, we will supply bottled drinking water until a thorough flushing and chlorination can be undertaken by a water treatment specialist.

Hot water services

- Water temperatures will be kept within limits recommended for the control of legionella bacteria in water systems.
- We will regularly check hot water generation for functionality and if required, temperature recording.
- If the hot water system has been left operational the hot water will be circulating as normal and regular checks will be carried out.
- Refer to [HSE: Legionella Risks during the Coronavirus Outbreak](#).

3.5 Control of Asbestos

The condition of asbestos containing materials (ACMs) will be checked prior to re-occupation following a lengthy school closure and will continue to be inspected as per our usual termly monitoring programme.

3.6 Wellbeing

Staff

- The Governing Body and senior leaders will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. Refer to [extra mental health support for pupils and teachers](#) and [Wellbeing for education return programme](#).
- Workloads will be carefully managed and we will assess whether staff who have to stay at home due to health conditions are able to support remote education. This will be factored into our resource and curriculum planning and consideration given to where additional resources could be safely brought in if necessary. Refer to the DfE [workload reduction toolkit](#) and [case studies to support remote education](#)
- Particular regard will be given to ensuring staff who are BAME and those with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be at increased risk of severe ill-health should they contract Covid-19. We will refer to [BAMEed Network guidance](#) template [Risk Assessment for staff and students previously shielding or BAME](#) on the KAHSC website to help us complete an individual risk assessment before affected staff return to work.
- We may need to alter the way in which we deploy staff and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. We will discuss and agree any changes to staff roles with individuals.

- Management will promote mental health & wellbeing awareness to all staff during the pandemic and offer appropriate support including regular communication of mental health information and the open door policy for those who need additional support.
- We will monitor the wellbeing of people who are working from home, on furlough or self-isolating or who are within our definition of vulnerable and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site staff on their working arrangements including their welfare, mental and physical health and personal security.
- We will consider how to support the mental wellbeing of staff who are returning after a significant period of either home working or furlough. Where issues are identified as work-related, we will follow the HSE's published stress Management Standards. We will also review how we can support staff on broader issues, such as bereavement and general pandemic anxiety (for example by signing up for a formal Employee Assistance Programme providing confidential telephone advice and counselling).
- In consultation with staff, our existing Wellbeing (Stress) Risk Assessment will be reviewed and mechanisms put in place to support the reporting of work related issues. The [Education Support Partnership](#) provides a free helpline for school staff and targeted support for mental health and wellbeing.

Pupils

- Staff will consider how to support:
 - children who are self-isolating and are within the DfE definition of vulnerable. In such cases, we will put systems in place to keep in contact with them, offer pastoral support and check they are able to access education support.
 - pupils who were previously shielding but have been informed that this is no longer routinely advised except in exceptional circumstances for short periods of time;
 - those living with someone who is clinically vulnerable or extremely clinically vulnerable;
 - individual children who have found the long period at home hard to manage;
 - those who have developed anxieties related to the virus;
 - those about whom there are safeguarding concerns;
 - those who may make safeguarding disclosures once they are back in schools;
 - those concerned about possible increased risks from COVID-19, including those from Black, Asian and Minority Ethnic (BAME) backgrounds or those with certain health conditions such as obesity and diabetes;
 - those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities.
- We will consider the provision of pastoral and extra-curricular activities to all pupils to support the rebuilding of friendships and social engagement, address and equip pupils to respond to issues linked to the pandemic and support pupils with ways to improving their physical and mental wellbeing. [DfE - Supporting pupil and student mental wellbeing, teaching about mental wellbeing](#) and the [DfE/PHE/NHS YouTube webinar](#).
- We will provide more focused pastoral support where we identify pupils who need more individual help, drawing on external support where necessary and possible. The [MindEd learning platform for professionals](#) contains materials on peer support, stress, fear and trauma, and bereavement and the [MindEd coronavirus \(COVID-19\) staff resilience hub](#) provides advice and tips for frontline staff.
- We will consider the support needs of particular groups we already know need additional help (e.g. children in need), and any groups identified as newly vulnerable on their return to school (refer to MindEd learning platform for professionals, which includes a [coronavirus \(COVID-19\) staff resilience hub](#) with materials on peer support, stress, fear and trauma and bereavement).
- We will consider how we work with school nursing services to support the health and wellbeing of pupils. We will work with school nurses to ensure delivery of the [healthy child programme](#) (which includes immunisation) and identify health and wellbeing needs which will underpin priorities for service delivery.
- We will strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to explicitly address individual concerns or problems on the other.
- If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (e.g. the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc.) and we will refer to [BAMEed Network guidance](#) for assistance in completing an individual risk assessment before affected pupils return to school and the template [Risk Assessment for staff and students previously shielding or BAME](#) from the KAHSC website.

- If safeguarding issues come to light, they will be addressed using our Child Protection policy, which may then need to be updated in light of emerging issues. As a priority our Head teacher will consider how any increase in referrals will be managed as pupils return to school.

3.7 Accidents, Incidents, Ill Health and Dangerous Occurrences

If any individual with symptoms is believed to have contracted the Covid-19 virus 'whilst at work', the relevant information must be reported to the HSE under RIDDOR legislation. We will follow our usual Accident Reporting Procedures i.e. **Foundation Schools:** report to KAHSC via the on-line Accident system. Our Health & Safety Services provider (KAHSC or LA) will continue to report to the HSE on our behalf.

Nurseries and nursery provision in primary schools (rather than the whole school) and those on the Early Years Register: We will notify Ofsted via email of any confirmed cases of coronavirus (Covid-19) in the setting (either child or staff member), and if the setting is advised by Public Health to close as a result (Email: enquiries@ofsted.gov.uk). Those settings with reception pupils only do not need to notify Ofsted. Refer to 'tell Ofsted if you have a Covid-19 related incident' guidance.

In the sad event of the death of a worker in children's services from Covid-19 follow: [Actions for employers and providers following a coronavirus \(COVID-19\) related death of a carer or colleague across children's services](#)

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

When to Stay Home and Isolation

- We will implement Government advice and communicate to pupils/parents, staff and contractors. Currently any person developing a new continual cough, a temperature in excess of 37.8°C or a loss of, or change in their normal sense of taste or smell (anosmia) or have tested positive in the last 10 days must be sent home ([Stay at home guidance for households with possible Covid-19 infection](#)).
- **New guidance** on protecting the clinically extremely vulnerable includes advice at each local COVID alert or tier level. The guidance also contains advice that will now only apply in the worst affected areas and for a limited period of time.
- Clinically extremely vulnerable people should not go to the workplace if they live or work in areas where shielding advice is active. This applies to **tier 4** areas only. Otherwise, if staff cannot work from home, they can still go to work in tiers 1, 2 and 3 as the workplace should be COVID secure, where the system of controls outlined in [Full Opening: Schools](#) and this Risk Assessment is implemented.
- Under tier 3, we will discuss flexibilities with clinically extremely vulnerable staff that support them such as staggered start times to reduce travel during rush hour.
- There will be far fewer children advised to shield and majority of pupils will be able to return to school (refer to [COVID-19 - 'shielding' guidance for children and young people](#)). The small number of pupils who will remain on the clinically extremely vulnerable patient list can attend school, unless informed otherwise by their GP or a clinician.
- All children should continue to attend education settings in Tiers 1, 2 and 3 unless they are one of the very small number of pupils or students under paediatric or other NHS care and have been advised by their GP or clinician not to attend an education setting. Shielding advice is currently in place in tier 4, so all children still deemed clinically extremely vulnerable are advised not to attend settings (see Part 3).
- Where children do not attend school as parents are following clinical &/or public health advice (self-isolation, family isolation, quarantine or the clinically extremely vulnerable during a future local lockdown), we will be able to **immediately** offer them access to remote education and we will monitor engagement with this activity. Their absence will not be penalised (record as Code 'X') – see [Recording attendance in relation to Covid-19](#).
- In the future, the government will only reintroduce formal shielding advice in the very worst affected local areas and for a limited period of time. This will only apply to some, but not all, the very highest alert level areas (**tier 4**) and will be based on advice from the Chief Medical Officer. The government will write to families/individuals separately to inform them if they are advised to shield and not attend an education setting ([refer to Section 3.31](#)).
- Anyone who lives with those who are clinically extremely vulnerable, clinically vulnerable or with particular characteristics (such as BAME) can attend school/work unless advised otherwise by an individual letter from the NHS or a specialist doctor.
- Staff **who live alone** and have symptoms of Covid-19, however mild, will be directed to stay at home for **10 days** from **the day after** their symptoms started.
- Anyone **living with others** and they are the first in the household to have symptoms of Covid-19, then they will be directed to stay at home for 10 days, but all other household members who remain well must stay at home

and not leave the house for 10 days. Their isolation period includes the day the first person in their household's symptoms started (or the day their test was taken if asymptomatic) and the next 10 full days.

- For anyone else in the household who starts displaying symptoms, that individual must stay at home for 10 days from the day after the symptoms appeared, regardless of what day they are on in the original 10-day isolation period.
- If someone in a child or staff member's support bubble is showing Covid-19 symptoms, or otherwise self-isolating, everyone in that support bubble should stay home. If the child/staff member or a member of their support bubble is contacted as part of the NHS Test and Trace programme, the individual contacted should stay at home. If the individual becomes symptomatic, everyone in the support bubble should then isolate.
- Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace. The staff member will wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. Refer to [COVID-19: cleaning of non-healthcare settings outside the home](#).

Test and Trace

- We will ensure all staff and parents understand the NHS Test and Trace process and ensure that staff and parents/carers understand that they will need to be ready and willing to:
 - self-isolate and book a test if they or their child are displaying symptoms (or order via Tel No. 119). Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but it is a difficult and invasive procedure so children aged 11 and under will need to be helped by their parents/carers if using a home testing kit;
 - provide details of anyone they or their child have been in close contact with if they were to test positive for Covid-19 if asked by NHS Test & Trace or local Public Health;
 - self-isolate if they have been in close contact with someone who develops Covid-19 symptoms or someone who tests positive for Covid-19.
- All schools will receive a small number of Home test kits which should not be given directly to children - only to adults over the age of 18 or a child's parent or carer. Parents and carers will be required to administer the test to those under 11. Kits can also be given to staff who have developed symptoms at school if we do not think that they will be able to access testing by the usual routes. Test kits should only be used in the exceptional circumstance that an individual becomes symptomatic and we believe they may have barriers to accessing testing elsewhere. It is for us to determine how to prioritise the distribution of test kits in order to minimise the impact of the virus on the education of pupils. Schools in particularly high risk areas may be eligible for an additional delivery of test kits. These will be allocated to schools by the DHSC based on the local prevalence of COVID-19. We will be emailed directly if we are eligible to receive these additional test kits.
- We will ask parents and staff to inform us immediately of the results of a test:
 - if a child or member of staff tests negative, then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. Other members of their household can stop self-isolating. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the day after that contact, or if other members of their household are symptomatic.
 - if a child or member of staff with symptoms tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the day after the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste (a cough or anosmia can last for several weeks once the infection has gone). The 10-day period starts from the day after the onset of symptoms, or from the date the test was taken if asymptomatic. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.
- At this stage, all those who have been in close contact with the pupil or member of staff in their group or bubble will be asked to self-isolate for 10 days from the day after contact with the individual.
- If a further child who is self-isolating develops symptoms, they should be tested for Covid-19. If this result is positive, they will begin the 10 day isolation from the day they became ill. All those in the second child's household will need to self-isolate for 10 days from the day after the onset of the symptoms. If the result is

- negative, the second child will continue with their 10 day isolation period as a result of being in contact with the first child.
- In the majority of cases, school and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, school can take the decision to refuse the child if in our reasonable judgement it is necessary to protect our pupils and staff from possible infection with Covid-19). Any such decision will be carefully considered in light of all the circumstances and the current public health advice.
 - We will take swift action when we become aware that someone who has attended has tested positive for Covid-19. We will contact the local health protection team. This team will also contact us directly if they become aware that someone who has tested positive for Covid-19 attended the school – as identified by NHS Test and Trace.
 - **Cumbrian Schools:** We will telephone the [Cumbria Covid-19 Call Centre](#) (Open - 9am – 5pm Monday to Friday and 9am – 2pm Saturday and Sunday) should we have a positive case of coronavirus in school in order for them to initiate the local test and trace system. This applies to both staff and pupils. We will **NOT** give this Tel No. to parents/non-staff. Any queries about a suspected case will be emailed to: EducationIPC@cumbria.gov.uk (inbox monitored by CCC Public Health team Monday to Friday). Refer also to the [CCC Public Health COVID-19 flowchart for suspected or confirmed cases in schools](#).
 - The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.
 - The health protection team will work with us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we must send home those people who have been in close contact with the person who has tested positive. **A contact' is a person who has been close to someone who has tested positive for coronavirus (COVID-19) with a Polymerase Chain Reaction (PCR) test. You can be a contact anytime from 2 days before the person who tested positive developed their symptoms, and up to 10 days after, as this is when they can pass the infection on to others.**
 - A close contact includes:
 - anyone who lives in the same household as someone with COVID-19 symptoms or who has tested positive COVID-19;
 - anyone who has had any of the following types of contact with someone who has tested positive for COVID-19 with a PCR test:
 - face-to-face contact including being coughed on or having a face-to-face conversation within 1m, skin-to-skin physical contact for any length of time
 - been within 1m for 1 minute or longer without face-to-face contact;
 - been within 2m of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day);
 - travelled in the same vehicle or a plane.
 - The health protection team will provide definitive advice on who must be sent home. To support them, we will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. This will be a proportionate recording process - we do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.
 - A template letter will be provided to us, on the advice of the health protection team, to send to parents and staff about any new diagnosed cases if needed. We will not share the names or details of people with coronavirus (Covid-19) with anyone except the public health authority for public health reasons e.g. to trace contacts and protect against the serious threat to public health
 - Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)'. They should get a test, and:
 - if someone who is self-isolating because they have been in close contact with someone who has tested positive for COVID-19 starts to feel unwell and gets a test for coronavirus themselves, and if the test delivers a negative result, they must remain in isolation for the remainder of the 10-days after the last contact with the individual who tested positive. This is because they could still develop Covid-19 within the remaining days.
 - if the test result is positive, they should inform school immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from the day after the

symptomatic person first had symptoms **or the day after contact with the positive case**, following '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)'

We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

- If we have 2 or more confirmed cases within **10** days, or an overall rise in sickness absence where Covid-19 is suspected, we may have an outbreak, and will continue to work with the local health protection team who will advise if additional action is required.
- In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If we implement the controls from this risk assessment, whole school closure based on cases within the school will not generally be necessary and should not be considered except on the advice of health protection teams.
- In consultation with the local Director of Public Health, where an outbreak in our school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.
- We will assist the Test and Trace service by keeping a temporary record of staff shift patterns for 21 days and assist NHS Test and Trace with requests for that data if needed. Refer to [Maintaining records of staff, customers and visitors to support NHS Test and Trace](#).

Lateral Flow Device Testing in schools

From January 2021, lateral flow device testing will be available in settings with secondary age pupils. Testing for primary staff under the weekly and daily testing programmes will begin in the second half of January 2021. All schools are expected to take up the offer of asymptomatic testing. Guidelines along with a separate Risk Assessment are available on the KAHSC website: [Model Risk Assessment for Lateral Flow Device \(LFD\) testing in Schools](#).

NHS Test and Trace App

- The national [NHS Test and Trace App](#) is now available. All staff/volunteers and students aged 16 and over will be encouraged to download the app to their smartphones (available on the Google Play Store and Apple App Store).
- The app will be used alongside traditional contact tracing to notify users if they come into contact with someone who later tests positive for coronavirus.
- The app complements, rather than replaces, existing processes.
- Refer also to Section 3.29 - 'Lettings'.

Our approach to this app can be found in the [Covid-19 Addendum to the Online Safety Policy](#). This addendum makes clear that use of the NHS Covid-19 app is a limited exception to our normal policy on mobile phones being off and Bluetooth being disabled. Further guidance can be found in [Use of the NHS COVID-19 app in schools and FE colleges](#).

Those returning from abroad

- Staff (or pupils) returning from holidays/work abroad must follow current Government guidance and quarantine for **10** days on their return from **certain countries not on the current Travel Corridor** list. From 16/12/20, this can be reduced to 5 days if the traveller pays for a private Covid test on day 5 of their return which is negative. ([coronavirus \(COVID-19\): how to self-isolate when you travel to the UK](#) and [Travel Corridors](#)).
- As would usually be the case, most staff will need to be available to work in school during term time. There is a risk that where staff have travelled abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to Covid-19, such as the potential for reinstatement of lockdown measures in the place they are visiting.
- **Cumbrian Schools:** Whilst it remains a decision for individual schools, we will make all staff aware that the LA view is that if staff take holidays abroad which then mean they have to quarantine on their return (and this is not within school holiday periods), then this should be treated as unpaid leave. This is irrespective of whether quarantine arrangements were in place for a particular country at the time of their departure.
- Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home.

Pupils travelling from abroad to attend Boarding Schools

Refer to the model [Isolation for Boarding Schools during Coronavirus \(Covid-19\) Pandemic Risk Assessment](#) on the KAHSC website, [Coronavirus \(COVID-19\): guidance on isolation for residential educational settings](#) and [Coronavirus \(COVID-19\): guidance for residential educational settings with international students under the age of 18](#)

Further guidance on all of the above can be found in the [CCC Public Health Resource Pack for Schools in Cumbria](#) and [KAHSC Responding to a case of COVID-19 in school](#).

3.8 New and Expectant Mothers

Clinically vulnerable people including pregnant women should take extra care in observing social distancing and to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace. They will be offered the safest available on-site roles, strictly observing social distancing guidelines wherever possible. If they cannot maintain social distancing, we will carefully risk assess and discuss with them whether this involves an acceptable level of risk. Refer to the template [Risk Assessment for staff and students previously shielding or BAME](#) on the KAHSC website and 'When to Stay Home and Isolation' within Section 3.7 above. **Pregnant women of any gestation should not be required to continue working if this is not supported by the risk assessment. See also [RCOG FAQ's for pregnant women](#).**

We will ensure pregnant women are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable (this group may previously have been advised to shield).

This is **in addition to** initial and ongoing risk assessments throughout each staff member's pregnancy and on return to work after the birth of their baby.

3.9 First Aid and Intimate Care

- We will review the first aid 'assessment of need' to ensure that it is still sufficient. Based on this, more first aiders may need to be trained to ensure that there is adequate coverage. We will review levels of first aid equipment to ensure that these are still adequate. In particular, consideration will be given to the purchase of additional resuscitation face shields, disposable gloves and aprons.
- Where children are aged 2-5, we will use our 'best endeavours' to ensure one person with a full paediatric first aid (PFA) certificate is on-site when children are present. If after using best endeavours we are still unable to secure a member of staff with full PFA to be on site then we will carry out a written risk assessment and ensure that someone with a current First Aid at Work or emergency PFA certification is on site at all times children are on premises. *The HSE have relaxed their advice in relation to first aid at work (FAW) or emergency first aid at work (EFAW) certificate expiry dates and have agreed that First Aid at Work or Emergency First Aid at Work certificates that expired after 16 March 2020 can remain valid until 31 October 2020 or 6 months from date of expiry, whichever is later. All requalification training for these certificates should be completed by 31 March 2021 ([HSE first aid requalification guidance](#)). In line with the [EYFS disapplication arrangements](#) and [Actions for early years and childcare providers during the coronavirus outbreak](#) if, exceptionally paediatric requalification training is still unavailable, **our PFA Covid-19 risk assessment will show how we are making the 'best endeavours' to ensure the EYFS Statutory framework Annex A is being complied with.***
- If a child displaying Covid-19 symptoms needs direct personal care until they can return home – refer to Section 3.11 below.
- Where staff are performing intimate care procedures and/or nappy changing, the normal procedures and usual PPE will be used – disposable apron and disposable gloves.
- When changing children, and where the child can understand, we will ask the child to turn their head to the side during the changing process.
- Staff dealing with children with complex medical needs have an increased risk of transmission through aerosols being transferred from the child to the care giver. Staff performing tracheostomy care and other similar procedures will follow the [Public Health advice](#) and refer to the DfE guidance [Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#) **which specifically covers Aerosol generating procedures (AGPs)**, and wear the correct PPE which is:
 - a FFP2/3 respirator (which must be fit-tested)
 - gloves
 - a long-sleeved fluid repellent gown
 - eye protection
- If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE.
- Where it is necessary for first aid to be administered in close proximity, treating any casualty properly should be the first concern. Those administering it should pay particular attention to sanitation measures immediately afterwards, including washing hands. Refer to [HSE: First aid during Covid-19](#).
- Variations to first aid procedures including the use of any additional PPE and the need for paediatric first aid trained staff (EYFS Statutory Framework Disapplications) will be made as necessary and shared with all relevant persons – refer to the school Risk Assessment for Covid-19, the Covid-19 Paediatric First Aid Risk Assessment and the **Addendum to First Aid procedures and Supporting Pupils with Medical Conditions Policy** held separately.

3.10 Supporting Pupils with Medical Conditions

Variations to our procedures for supporting pupils with medical conditions including the use of any additional PPE will be made as necessary and shared with all relevant persons – refer to the school Risk Assessment for Covid-19, Section 3.9 above and the **Addendum to First Aid procedures and Supporting Pupils with Medical Conditions Policy** held separately.

3.11 Infection Control

- If a child who is unwell with Covid-19 symptoms is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Where available **and safe to do so**, a window will be opened for ventilation. If it is not possible to isolate them, the child will be moved to an area which is at least 2m away from other people. An isolation room has been identified and labelled with access and cleaning strictly controlled.
- If the individual needs to go to the toilet while waiting to be collected or prior to them leaving for home, they will be directed to use a separate toilet if possible. The toilet area will then be cleaned and disinfected using standard cleaning products before being used by anyone else.
- If a child needs direct personal care until they can return home, fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask will be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn.
- 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. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. Refer to [COVID-19: cleaning of non-healthcare settings outside the home](#).
- In an emergency, we will call 999 if they are seriously ill or injured or their life is at risk.
- Additional measures will be put in place during the Covid-19 pandemic in line with PHE guidance – including not being at work or school if symptomatic, self-isolation measures, test and trace, social distancing, increased hand and respiratory hygiene measures and more stringent/frequent cleaning regimes - refer to the school Risk Assessment for Covid-19.
- As normal, we will engage with our local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.

3.12 Hygiene Measures

- Staff should wear clean clothes for work each day that are easy to wash. Work clothes can be brought to work and staff can change at school and before leaving at the end of the day if they wish, taking their work clothes home to wash. Work shoes can be left at school.
- Children must wear **clean** school uniform every day. Everyone will be reminded to wash their hands before leaving home, on arrival at school, on return from breaks, when they change rooms and before and after handling cleaning chemicals, eating/drinking, using the toilet, sports activities, donning/doffing PPE, administering first aid/personal care, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean.
- Everyone will be encouraged to cough and sneeze into tissues (or the crook of the elbow) and to dispose of tissues appropriately ('catch it, bin it, kill it'). Supplies of tissues will be made available in each classroom along with lined bins (lidded and foot operated where possible – they do **NOT** need to be double lined) which will be emptied throughout the day and particularly between each cohort.
- We will ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates.
- Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. This will 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.
- Where in place, toilet lids will be closed prior to flushing and remain closed after use. Where not in place, staff and children will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that **strict hand hygiene** measures are observed following every visit to the toilet.
- Wash with liquid soap & water for a minimum of 20 seconds (see hand wash guidance). Where there is no sink nearby, adequate supplies of hand-gel (containing at least 60% alcohol) will be provided in the classroom or work area.

- Wherever possible, staff will supervise children washing hands.
- Different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it but toilets will be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet.
- Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Supplies of hand cream (aqueous cream or similar) will be made available to help prevent soreness.
- We will ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers.
- Additional hand sanitiser units will be installed in the school at the main entrance to the school and in the dining hall.
- Each classroom in use will have hand sanitiser, disposable cloths, anti-bacterial/viral spray, disposable gloves and aprons, spare bin liners and tissues

3.13 Daily Routine

General operation

- Reduce contact between children and staff by maintaining distinct groups or 'bubbles' that do not mix with other bubbles, and by encouraging everyone who can to maintain social distancing.
- Focus more on keeping bubbles separate with our younger children and those with complex needs now that the Early Years can return to normal class sizes and do not have to maintain separate groups within a setting.
- Focus more on social distancing with our older children by implementing small bubbles the size of a full class where possible. Those mature enough will be supported to maintain social distance and to not touch staff, each other, or things they don't need to touch where possible
- Try to keep children in their class groups for the majority of indoor activities but may need to allow mixing in wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. We will endeavour to keep these groups at least partially separate and minimise contacts between children.
- All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2m from other adults. This is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.
- Try to ensure that supply teachers, peripatetic teachers and/or other temporary staff who can move between schools minimise contact and maintain social distancing measures as fully as possible (refer to [COVID-19 Guidance for Supply Agencies, Head teachers and Supply Staff](#)). We will also work to facilitate specialists, therapists, clinicians and other support staff for pupils with SEND in providing interventions as usual.

Arriving at and Leaving School

- Under no circumstances must **anyone** displaying symptoms of Covid-19 attempt to enter the school site. This information will be included in the letter to parents, suppliers and contractors prior to the school opening or contract work starting. Notice to be displayed on the main school entrance door.
- We will encourage parents and pupils to walk or cycle to school where possible.
- Arrival and finish times will be staggered to keep groups apart as they arrive and leave school (without reducing the amount of overall teaching time) and parents/carers informed of their allotted start/finish time and the days/hours their child should attend school.
- Details of who is eligible to drop off/collect children will be checked– they may be different.
- Parents will be advised that only one parent should consistently bring the child/ren to school where children cannot attend unaccompanied. Parents of unaccompanied children will be informed of the entrance their child must use.
- Parents will be informed and, if necessary, regularly reminded that they must maintain 2m social distancing from the next adult or child at all times when bringing their child to or collecting them from school.
- Where possible, we will implement separate entrance/exit gates or one-way systems.
- Children will be collected from the school entrance gate by staff at the beginning of their allotted session. Parents will then be asked to leave immediately. Parents may only enter the site with agreement by the Head teacher and appointments must be made prior to the visit. Parents may, however, telephone the school at any time should they have any concerns or issues which school needs to be informed of.
- At the end of the allotted session, parents may collect their children from the same entrance area where they will be supervised by staff.

- Where possible, arrangements have been made for cohorts of pupils to enter school via an external door straight into the class where they will be based for the session.
- We require all used PPE and any disposable face coverings that staff or children arrive wearing be placed in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of Covid-19 in which case it will be disposed of in accordance with the [guidance on cleaning for non-healthcare settings](#). Any non-disposable washable cloth face coverings that staff or children are wearing when they arrive at school must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then wash their hands. Staff, children and parents will be so instructed. Refer to [safe working in education, childcare and children's social care](#)
- Staff & pupils will be required to wash their hands on entry (or use sanitiser supplied if this is more practical) Staff should sign in and out in the usual manner (using their own pen or electronic system, wiping the screen before and after use with wipes we provide, disposing of wipes in a foot-operated and lidded bin).
- We require pupils to still limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery, sun/weather protection and mobile phones. Bags are allowed.

In the classroom

- Staff must maintain distance from pupils, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from children, although this will not always be possible with younger children.
- Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible when working with pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.
- Children mature enough, will be supported to maintain distance and not touch staff, their peers, or things they don't need to touch where possible while recognising and trying to mitigate risks when this is not possible for the youngest children and those with complex needs.
- When staff or children cannot maintain distancing, we will reduce risks by keeping pupils in the smaller, class-sized groups described above.
- We will endeavour to make small adaptations to the classroom to support distancing where possible e.g. seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.
- Spaces used will be well ventilated with natural ventilation where possible - opening windows and propping open doors (bearing in mind security, safeguarding and fire spread issues in particular).
- Doors will be held open to avoid all contact with them and aid ventilation, but only where the room is occupied and doors will be fully closed once the group has left the room. At the end of the day, all doors to all rooms must be closed for fire control purposes.
- Where possible pupils will use the same classroom or area of a setting throughout the day, with a thorough cleaning of rooms at the end of the day. Consideration will be given to seating pupils at the same desk each day where possible.
- Pupils and staff will be asked to bring in their own water bottles. Water drinking stations and water fountains will be temporarily taken out of use unless it can be guaranteed that the drinking station will be appropriately sanitised between each cohort use. Staff may fill their bottles from the staffroom (observing social distancing) and must clean surface they touched after each use. Pupils may use taps in the **classroom** which will be disinfected after use by each cohort. We will take steps to limit the use of single-use plastic water bottles.
- For individual and very frequently used equipment, such as pencils and pens, staff and pupils will need their own items that are not shared.
- Classroom based resources, such as books and games, will be used and shared within a single bubble; and cleaned regularly (daily), along with all frequently touched surfaces.
- Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be quarantined (left unused and out of reach) for a period of 48 hours (72 hours for plastics) between use by different bubbles.
- Pupils and teachers will take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand washing, cleaning the resources and quarantining them before rotation will apply to these resources.
- We will risk assess activities that involve malleable materials for messy play such as sand, mud and water, as part of our regular curriculum planning. The risk assessment will consider whether:
 - materials can be handled by a small, consistent group of children of no more than 15 at a time, and that no one else outside this group can come into contact with it;

- the malleable material for messy play (e.g. sand/water/mud) can be used and cleaned - including being replaced - in accordance with the manufacturer's instructions, where applicable, e.g. see the [managing risk in play provision implementation guide](#);
 - children will wash their hands thoroughly before and after messy play;
 - frequently touched surfaces, equipment, tools and resources for messy play will be thoroughly cleaned and dried before they are used by a different group.
- Outdoor playground equipment will be more frequently cleaned. This also applies to resources used inside and outside by wraparound care providers.
 - To facilitate cleaning, we have removed unnecessary items from learning environments where we had space to store them elsewhere. In line with Public health advice, we have also removed all soft and intricate or hard to clean toys, and, where practicable, soft furnishings like pillows, bean bags and rugs.
 - We will ensure all shared items that are laundered at school, e.g. towels and bedding in residential settings are washed in line with guidance on [Cleaning in non-healthcare settings](#) and that these items are not shared by children between washes.
 - Dressing up clothing and other fabric items will only be used by a single bubble or will be used across more than one bubble if we apply our 3-day quarantine and rotate rule as above.
 - IT suite workstations, keyboards and mice will be disinfected after each class/bubble uses it. Headphones will not be shared unless we can adequately sanitise them between users, quarantine and rotate them after 3 days. Pupils may be asked to bring in their own headphones/earphones and they will be reminded not to let anyone else touch them.
 - Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between bubbles.

Measures elsewhere

- Groups will be kept apart – we will avoid large gatherings such as assemblies or collective worship with more than one group.
- Music and singing – refer to 'Music, Dance and Drama' (Section 3.26).
- When timetabling, groups will be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, we will avoid creating busy corridors, entrances and exits.
- To reduce movement around the building, wherever possible, groups/classes will remain in the same classroom(s) as much as possible with teachers moving between classes rather than pupils.
- When moving around school we require everyone to follow any one way system we have in place, all signs and markings on floors/walls, and to use alcoves and recesses to allow an approaching person to pass with more space (and with children giving way to adults).
- Where considered wide enough to do so, corridors will be marked with tape showing the direction of travel on each side. We may introduce marked one way systems in corridors that are already narrow.
- Where there are multiple stairways to upper floors, these will be allocated and marked/signed as an 'up stairway' and a 'down stairway' where practical.
- Floor marking tape will also be used where queues may develop.
- Lockers will be brought back into use but not shared unless by pupils in the same group.
- Normal shielding will be used for reception staff – where this is not in place, an area will be marked over which any visitors will be informed not to cross.
- Maintain social distancing between people who work in one place such as office or reception staff. Office staff to work in separate offices where possible.
- Desks/workstations should allow staff to maintain social distancing wherever possible or if it not possible arrange people to work side by side or facing away from each other rather than face-to-face; use screens to separate people from each other; use a consistent pairing system if staff have to be in close proximity; manage occupancy levels to enable social distancing; and avoid use of hot desks and spaces or clean and sanitise workstations between different occupants including shared equipment.
- Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves including telephones, keyboards/mice etc.
- Staff to observe social distancing when using communal equipment such as photocopiers wiping key pads after each use OR only allowing one person only to carry out all photocopying (pupils NOT to use copiers).
- Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day.
- Minimise contact between staff and avoid skin-to-skin and face-to-face contact - work side by side or facing away from each other as opposed to face to face. Where face-to-face contact is essential, this must be kept to a minimum. Consideration will be given to wearing face coverings in this situation.
- As much as possible, keep groups of staff working together in teams that are as small as possible (cohorting).

- Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries and implement cleaning procedures for goods and merchandise entering the site.
- Encourage increased handwashing and introducing more handwashing facilities for staff handling goods and merchandise or providing hand sanitiser where this is not practical.
- Restrict non-business deliveries, e.g. personal deliveries to staff.
- Revise pick-up and drop-off collection points, procedures, signage and markings.
- Consider methods to reduce frequency of deliveries, e.g. by ordering larger quantities less often.
- Minimise contact during payments and exchange of documentation, e.g. by using electronic payment methods and electronically signed and exchanged documents.
- We will take steps to avoid people needing to unduly raise their voices to each other. This includes, but is not limited to, refraining from playing music or broadcasts that may encourage shouting, including if played at a volume that makes normal conversation difficult.
- For detail on the use of face coverings, refer to Section 3.21 – PPE & Face Coverings.

Break and lunch times

- We will stagger pupil break and lunch times (and make time for cleaning surfaces in the dining hall between groups). Where dining halls are used, social distancing will be considered and no mixing of groups must take place. Adequate supervision of break/lunch times will be maintained.
- Separate dining areas will be assigned for each group/bubble and queueing will be kept to a minimum with floor markings designating social distancing.
- Where pupil numbers do not allow for each group to use the dining facilities, lunches may be served which are 'take-away' to be eaten elsewhere in the school to reduce the need for groups to mix or delivered to each classroom to be eaten at pupil desks.
- Lunches will be ordered in advance (by staff and pupils). Alternatively, pupils may bring their own packed lunch. Packed lunch boxes brought in from home (staff or pupils) should be washed at home each day.
- Children that are not in school can still order lunches in the usual way and collect from the main entrance.
- Playgrounds will be divided to minimise mixing between groups where possible - where there is more than one group using the outdoor space, the space will be zoned so that groups are kept apart.
- Where possible (weather permitting) children will make use of outdoor spaces and outdoor equipment.
- Where possible, external doors from classrooms will be used to access outside areas thus reducing the need to use internal areas.
- Wooden equipment will be taken out of use for everyone, or it will be restricted to use by only one bubble and cleaned at least every day it is used, or it will be cleaned and used intermittently between bubbles (i.e. 48 hours between different group use).
- The toilet regime will remain as stated above.
- Use of staff rooms will be minimised, although staff must still have a break of a reasonable length during the day – staff breaks may need to be staggered. Use safe outdoor areas for staff breaks or their allotted classroom.
- Reconfigure seating and tables in staff room/staff common areas to maintain spacing and reduce face-to-face interactions.
- Encourage staff to remain on-site at lunch time and, when not possible, to maintain social distancing while off-site & to wear face coverings in all enclosed public spaces.

Behaviour

Refer to Section 3.22.

Cleaning

Refer to Section 3.20.

Hygiene

Refer to Section 3.12.

Further details of our preventive measures can be found in our Covid-19 related Risk Assessment(s) for the FULL Re-Opening of Schools.

3.14 Wrap Around Care Provision, Holiday Clubs and Extra Curricular Activity

- We will consider resuming breakfast and after-school provision, from the start of the autumn term.
- Our Wraparound Care provision will ensure they are following **the same** protective measures being taken by school during the day and work with school to follow our arrangements, such as keeping children in the same

year groups or bubbles that they are in during the school day where possible. Our wraparound childcare, and other out-of-school activities, are able to operate for both indoor and outdoor provision, provided we have safety measures in place. If it is not possible to maintain bubbles being used during the school day then will use small, consistent groups. Refer to [Protective measures for out-of-school settings during the coronavirus \(COVID-19\) outbreak](#).

- We will advise parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, we will encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.
- We will consider any guidance on local restrictions in our area – see [Local COVID restriction tiers: what you need to know](#) and the additional restrictions that apply, particularly if we are in an area that is under 'high (tier 2)' or 'very high (tier 3)' restrictions (see Section 3.31 for Tier 4 restrictions). Currently, supervised activities, training and education for children can continue to operate at all alert levels both inside and outdoors.
- When operating in areas where local COVID restrictions are in place, we can continue to care for children within the same bubbles as they are in during the school day. If this is not practical then, as far as possible, in small, consistent groups of no more than 15 children and at least one staff member.
- Under 'very high (tier 3)' restrictions, the government may seek to agree additional interventions in consultation with LA's to drive down the transmission of the virus. These may include, for example, closing buildings such as libraries, community centres, leisure centres and gyms aside for specific, limited purposes such as youth activities, childcare and support groups.
- If we are in an area with a very high infection rate meaning on-site school provision is limited to vulnerable children and the children of critical workers, only those children can attend wrap around care provision. Refer to [Contingency framework for education and childcare settings](#) and the [Contingency Framework – Implementation Guidance](#)
- For indoor sports activities we will refer to the guidance on [working safely during coronavirus \(COVID-19\) for providers of grassroots sports and gym / leisure facilities](#).
- For outdoor sports activities, we will also refer to [Coronavirus \(COVID-19\): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events](#).
- Additional guidance for the public and sports providers is also included in [Coronavirus \(COVID-19\): grassroots sports guidance for the public and sport providers](#).
- As with physical activity during the school day, contact sports should not take place.
- Providers of music, dance and drama or sports provision should also note that if they operate in an area under 'high (tier 2)' or 'very high (tier 3)' restrictions, there are additional restrictions ([Local COVID restriction tiers: what you need to know](#)). For example, under tier 3 restrictions, the government may agree with the LA to close performing arts venues for the purposes of performing to audiences (see Section 3.31 for Tier 4 restrictions).
- [Secondary Schools] Sport and extra-curricular activities can resume from 18/01/21 once on-site provision has resumed.

3.15 Child Protection

The school has established a separate Child Protection Policy and supporting procedures in line with the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures set up by the Cumbria Safeguarding Children Partnership (SCP) and in line with [Keeping Children Safe in Education \(from September 2020\)](#).

Addendums to the Child Protection Policy and Safe Recruitment Policy have been produced for variations to working practices during the Covid-19 pandemic – the Child Protection Addendum is published on the school website and both have been shared with all relevant staff and volunteers.

3.16 Fire Safety Management

The Fire Risk Assessment and Evacuation Plan have been reviewed to take account of any variations such as reduced staffing/pupil numbers or alterations in building layout or use during the Covid-19 pandemic.

All relevant fire safety equipment and systems will be tested **before** staff and others are allowed back on site. This will typically include:

- a full functional test of the fire detection and alarm system (using multiple call points across the site and involving the call receiving centre if appropriate);
- a full discharge test of the emergency lighting system across the site;
- a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged;
- checking that fire escape routes are clear of any obstructions;

- checking that final fire escape doors are unlocked and operational;
- checking the operation of internal fire doors to ensure that they close properly;
- checking that automatic fire dampers, smoke venting and smoke extraction systems are operational.

Additionally, and for the duration of the Covid-19 pandemic, consideration will be given to the following:

- Adequate provision of fire wardens and update training where zones they normally cover have been altered.
- During any future national/local restrictions (including partial closure) there are sufficient trained staff/fire wardens on duty to cover the site to enable sweeps of all areas to be carried out and to ensure full evacuation of the building.
- The suitability of Personal Emergency Evacuation Plans (PEEPs) – especially if working hours are elongated and/or previous role holders are no longer available to continue.
- Altered escape routes where children are restricted to certain areas.
- The layout of muster points and whether the school's existing system works appropriately in relation to social distancing and the advice not to mix groups or bubbles.
- More frequent drills in the short term as more children and staff return to school to test procedures as they become accustomed to the 'new normal' of Class/Year bubbles, social distancing, being in different classrooms/work areas etc.
- However, it is accepted that during the current pandemic there may be instances where a fire drill involving the entire school may result in the school's planned COVID control measures being compromised; e.g. two separate pupil groups (bubbles) coming briefly into contact due to the available evacuation routes. Therefore our advice is that prior to undertaking a fire drill for the whole school an assessment should be made of the potential risk of this occurring.
- If, as a result of the assessment, the school believes it would be preferable not to undertake a fire drill involving the whole school, steps must be taken to ensure that all pupils and staff are familiar with the escape routes. This could be achieved by individual groups physically walking the escape routes available to them but without resorting to sounding the fire alarm. It is recommended that for each group of pupils both the nearest fire exit and also the next closest alternative escape routes are used for this purpose. In line with normal practice any drill (whether full or conducted partially) should be clearly logged in the School Fire Logbook.
- It must be emphasised that the mitigating approach above is only necessary where there is a distinct possibility that the COVID control measures will be compromised for the purposes of a fire drill. In case of a genuine fire the fire evacuation procedure will take precedence over any COVID control measures; the priority is to ensure that all occupants have left the building and reached the fire assembly point.
- More frequent fire updates will be provided to staff and pupils, particularly where pupils are not being taught in their 'normal classrooms' so that they can familiarise themselves with the nearest fire route and ultimate exit.
- Clarify means of summoning emergency assistance, particularly when operating social distancing.
- Consider whether parental performances need to be suspended in the shorter term – see 'Music, Dance & Drama' – Section 3.26.
- The use of portable heaters should be avoided where possible. However, where it is necessary to use these ensure suitable controls are implemented and include within the existing Fire Risk Assessment e.g.
 - check that the electrical installation has the capacity to run multiple portable heaters to ensure none of the electrical phases become overloaded - the advice of a competent electrician (registered with an electrical Competent Person Scheme Operator) should be sought;
 - radiant type heaters must not be used;
 - the use of naked flame appliances e.g. LPG appliances, must not be permitted under any circumstance;
 - prior to use all portable heaters must be inspected to ensure that they are correctly maintained;
 - portable electrical heaters should be subject to a portable appliance test at suitable timescales and display a label;
 - heaters must be stable and prevented from being knocked over - the base of the heater should be secure (ideally use heaters that have an automatic cut-out so that if the heater is knocked-over the heater will switch-off.)
 - staff must not be permitted to bring their own portable heaters into the school;
 - when in use the heater should be connected directly to a fixed wall socket; the use of extension leads and adaptors avoided at all time;
 - all heating appliances must be kept clear of combustible material and the air flow around the appliance must not be impeded;
 - heaters must not be used under desks or other furniture;
 - as far as practicable, heaters should not be left unattended;
 - heaters should be positioned where they will not cause an obstruction and must not be used within escape routes.

- If fire doors are held open as a temporary measure to reduce the risk of infection transmission the following will be observed:
 - If fire doors are held open, we will alter our documented and practical procedures to ensure that more staff are appointed to ensure ALL fire doors will be closed by a member of staff using the room **or those undertaking sweeps of communal areas** in the event of the fire alarm activating.
 - We will use wedges to hold doors open – these can be easily kicked out should there be an emergency situation.
 - We will only hold doors open where access through them is required during the day and where the room beyond is occupied. This will reduce the risk of contamination. Rooms which are not being used will have the doors closed at all times.
 - At the end of each day, **ALL** fire doors **MUST** be closed. Wipe down contact points with a proprietary cleaning product ready for the next day.
 - We will consider installing proprietary hold open devices triggered by the fire alarm as a longer-term objective.
- The closing of windows should the fire alarm activate. Because of the need for increased ventilation in the school during the Covid-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only permissible where to close all the windows would result in increased risk to staff and pupils.

3.17 Visitors and Use and Control of Contractors and Construction Work

All Visitors

- Visitors to the premises will be discouraged and meetings held remotely where possible. Visitors will be by appointment only.
- During national or local **tier 4 (stay at home)** restrictions, or when advised by the local Public Health team (such as when there is a spike in infections in a particular area) restrictions will be put in place on non-essential visitors to school. It is at the discretion of the Head teacher to determine what is and isn't non-essential visiting for their setting (see [Local COVID restriction tiers: what you need to know](#)). The following are specifically deemed 'essential':
 - Visits for safeguarding purposes;
 - **Visits that allow a vulnerable child to meet a social worker, key worker or other necessary support;**
 - Visits by immunisation teams to carry out flu vaccines;
 - Essential maintenance work.
- A record must be kept of all visitors/contractors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace. Create a signing in sheet – with date, times, name, company (where relevant), contact Tel No., where in the building they are going to be for the majority of the time and who they are meeting with - refer to: [Template Visitor Record Form \(Covid-19\)](#). Do not leave a pen available – they should use their own. If a touch screen is used, anti-viral wipes must be available along with a bin for disposal. Refer to [Maintaining records to support NHS Test & Trace](#).
- Site guidance on physical distancing and hygiene should be documented & explained to visitors/contractors on or before arrival - make it clear via a notice on the inner door that all visitors must wash their hands as soon as they enter the building or sanitise their hands. Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day (as above).
- Where possible, we will limit the areas that visitors/contractors can go in the building and reduce the number of people they come into contact with.

External Education Professionals

- In instances where we need to use other essential professionals such as social workers, speech and language therapists or counsellors, or professionals to support delivery of a child's EHC plan, we will assess whether the professionals need to attend in person or can do so virtually. If they need to attend in person, they should closely follow the protective measures in school, wash hands frequently, keep the number of attendances to a minimum, where possible to do so, maintain social distancing.
- Sessions run by external providers which are not directly required for children's health, safety and wellbeing, should be suspended. Guidance on visits from music, dance and drama peripatetic teachers can be found under 'Curriculum' above.
- The presence of any additional members of staff will be agreed on a weekly basis, rather than a daily basis, to limit contacts, where possible.

Other Visitors

- We will consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both school and the other relevant employers. We will have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term.
- Access to contractors/external maintenance personnel should be by appointment only and wherever possible, arranged after school, holidays or weekends to reduce contact with others and appropriate hygiene and social distancing arrangements will be followed (including in an emergency situation where access is required urgently to undertake repairs).
- We will undertake effective liaison with contractors **BEFORE** they attend site, asking them to provide key information on how they will manage infection control (risk assessments) and outlining our expectations of them regarding the infection control measures we have in place. We will refer to the [Construction Leadership Council - Site-Operating-Procedures](#) if we are unsure about a construction contractor's practices.

Parents/Carers

New Admissions:

- For new admissions, we will consider providing virtual tours for prospective parents and carers. *CCC Public Health advise that face to face events of this kind should not go ahead and recommend the virtual approach is adopted wherever possible.*
- If parents and carers are keen to visit in person, we will consider:
 - ensuring face coverings are worn if required in line with arrangements for staff and other visitors to the setting;
 - there is regular handwashing, especially before and after the visit;
 - holding visits after hours. If this is not possible, consider limiting visits to the outside play areas during regular hours, and ensure strict social distancing is observed.
- Prior to a visit, we will ensure that parents and carers are aware:
 - of our 'system of controls';
 - how this impacts them and their responsibilities during their visit;
 - how to maintain social distancing from staff, other visitors, and children other than those in their care.

Other visits by parents and carers:

- Parents and carers will not be allowed into the setting unless there is a specific need.
- Children should be dropped off and collected at the door, if possible.
- Stay and play sessions, such as where the purpose is for parent and carers to meet each other, will not take place at the setting.

EYFS: Parents settling children:

- We will ensure that parents and carers:
 - wear face coverings, if required, in line with arrangements for staff and other visitors to the setting;
 - stay for a limited amount of time (ideally not more than an hour);
 - avoid close contact with other children;
 - are aware of our 'system of controls', how this impacts them, and their responsibilities in supporting it when visiting school with their child;
 - we will explain these expectations, verbally or in writing, to parents and carers before or on arrival.

Parent and child groups

- From 02/12/20, the exception to gatherings for parent and child groups allows for groups to meet for the benefit of children under the age of 5. Groups must be limited to no more than 15 participants – children aged under 5 are not included in the 15 participant limit.
- Where a group includes someone covered by an exception (e.g. someone who is working as part of the group, such as a group leader), they are not counted as part of the gatherings limit.
- Parent and child groups that meet in Ofsted registered settings can operate in all local restriction tiers.
- It is important for group participants to maintain:
 - Social distancing between adults who do not live together and who are not in the same bubble.
 - Good hand hygiene. Participants should clean their hands as they arrive and as they leave.

Group leaders should ensure:

- a risk assessment is completed prior to groups and activities taking place;
- groups and activities take place separately to areas being used at the same time by registered children attending an Ofsted registered setting;
- the areas used are well ventilated (see the section on ventilation);
- any rooms used by these groups are cleaned after each use;
- a record of all visitors to the setting is kept (refer to [Maintaining records to support NHS Test & Trace](#)).

Further information on specific Covid-19 preventative controls is available in [Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#).

3.18 Outdoor Playground Equipment

During the Covid-19 pandemic, only one group at a time may use play equipment externally. Equipment will be kept to a minimum and disinfected with spray after use by each cohort. Playground equipment may only be used if adequate cleaning takes place. In circumstances where there are only 2 groups, play equipment may be alternated between use with a delay of 48 hours (72 hours for plastics) between each group's use.

3.19 Food Safety Arrangements

Kitchens will be fully open from the start of autumn 2020 and normal legal requirements will apply about the provision of food to all pupils who want it, including those eligible for benefits-related free school meals or universal infant free school meals.

Before re-opening

- A deep clean will be required if the kitchen has been closed and we will establish a clear plan for checking any equipment that has not been used during lockdown.
- We will provide a simple lunch menu, keep breakfast and break food choices simple, minimising choices that have to be serviced (rather than self-service).
- If there is not the time or resources to make all the required changes, we will consider providing packed lunches as a temporary measure.
- We will ensure we have meal orders in advance and ensure allergens/special diets are catered for.

Start and End of Shift

- To facilitate appropriate hand washing, staff should not wear jewellery other than a plain wedding band and should be bare below the elbow (sleeves can be rolled up before handwashing); finger nails should be short and false nails removed. Any cuts or abrasions should be covered with a plaster and long hair tied up.
- Staff should change into 'work clothes and shoes' on arrival. Work shoes can be left at the workplace for use the following day. We have reviewed changing facilities to allow for social distancing and avoid face to face interactions). Where possible, work clothes will be washed on site. If there is no on-site washing machine, work clothes should be removed and bagged to take home. On returning home, work clothes should be washed in accordance with the manufacturer's instructions; hands washed thoroughly; dirty laundry managed without shaking (to minimise the possibility of dispersing the virus in the air); and anything used for transporting laundry sanitised with usual household products, all in line with the cleaning (or disposal) guidance below. Staff should then shower.

In the Kitchen

- Staff will maintain social distancing where possible in kitchens and other food preparation areas.
- We will plan for the minimum number of staff needed on the premises to operate safely and effectively.
- Where necessary, we will stagger arrival and departure times for kitchen staff and assign staff to the same shift teams as much as possible to limit social interaction.
- We will allow kitchen access to as few people as possible.
- Staff will use back-to-back or side-to-side working (rather than face-to-face) whenever possible and avoiding shoulder-to-shoulder working.
- Floor markings to facilitate social distancing compliance, particularly in high traffic areas, such as serving counters and tills (both sides) will be used (where required) and 'one way' traffic flows to minimise contact.
- Work areas will be spaced out as much as possible to maintain social distancing (2m, or 1m plus with risk mitigation where 2m is not available) recognising the difficulty of using immovable equipment such as sinks, hobs and ovens. We will consider washable panels to separate workstations in larger kitchens.
- Access to walk-in pantries, fridges and freezers, will be minimised e.g. only one person at any one point in time.
- Front of house staff will serve, minimising the time they spend in the kitchen.

- Staff will be allocated their own utensils/equipment etc. or will ensure adequate cleaning of the parts of shared equipment staff touch after each use.
- We will avoid hand washing glassware, plates and cutlery where possible and will wash glassware separately from plates and cutlery.
- Break times will be staggered to reduce pressure on staff rest areas and staff encouraged to use safer outdoor spaces for breaks where possible and maintain social distancing at all times.
- Essential services and contractor visits will be scheduled to reduce interaction and overlap between people, e.g. carrying out services at end of shift.
- The kitchen will be well ventilated, with windows kept open whilst occupied and ventilation systems kept in good order. Fly screens will be in place.

Food Service & Dining

We will:

- Set up serving stations and clearly mark out the dining area for queuing, service, seating and waste/clearing stations.
- Stagger meal times for different class or year group bubbles to ensure groups can be kept apart and allow sufficient time for cleaning between them.
- Serve meals in classrooms if we can, ensuring collection and delivery adheres to strict sanitation, food safety and temperature monitoring controls.
- Remove self-service food, cutlery, and condiments, providing these items only at the point of food service/payment. (Condiments will be disposable single use OR any non-disposable condiment containers will be cleaned between users).
- Minimise contact between kitchen/serving staff and customers (staff/students) at points of service where appropriate with markings, supervision and physical barriers like tables in front of tills and counters to maintain social distancing (2m, or 1m plus with risk mitigation like screens where 2m is not available).
- Ensure clearing and waste stations allow for social distancing, used plates & cutlery go into disinfectant bowls and that no food waste is returned to the kitchen.
- Operate cashless catering to avoid handling money.
- Wipe down finger/thumb payment systems between each user if using our biometric system is unavoidable.

Personal Hygiene & Kitchen cleaning throughout the day

- All staff will be reminded to wash their hands often as per Section 3.12 and between tasks e.g. after collecting used plates for cleaning and before serving food. We will provide hand sanitiser at entry/exit points to the kitchen.
- Staff will clean and disinfect frequently touched objects and surfaces (handles, doors, taps, light switches, phones, storage bins, shared equipment), often using our standard cleaning products.
- Disposable aprons and gloves will be worn at all times for cleaning using fresh PPE when moving from kitchen to other school areas. Current Government guidance is that no additional PPE will be required other than that normally used for specific tasks (although staff can wear face coverings if they choose to – refer to Section 3.21).
- While food packaging is not known to present a specific risk, efforts will be made to ensure it is cleaned and handled in line with new pandemic-related goods delivery acceptance routines and usual food safety practices.
- If needed, we will arrange more waste facilities and more frequent rubbish collection.
- Further details on cleaning, waste and laundry can be found under 'Cleaning' (Section 3.20) and incoming deliveries under 'Daily Routine' (Section 3.13).

Brought in or transported meals

We will take steps to ensure:

- Vehicles used for transporting meals are clean and disinfected and that drivers follow sanitation processes.
- The inside of shared vehicles will be cleaned between users.
- External packaging, surfaces and handles are wiped down with sanitiser on delivery and before our staff handle them.
- Transported equipment (hot/cold boxes etc.) is cleaned at the beginning of the day, before packing and after deliveries.
- Hot boxes and all light equipment will be taken straight to the service point to reduce the risk of contamination.

Further details can be found in [Guidance for food businesses on coronavirus \(COVID-19\)](#), [Working safely during COVID-19 : Restaurants, pubs, bars and takeaway services](#) and our model Risk Assessments for [School Catering](#)

[Operations & School Meals during the Coronavirus Pandemic](#) and [Collecting/delivering food parcels to vulnerable families during Covid-19](#).

Lunches

Refer to 'Break and lunch times' in Section 3.13.

Practical Activities

During Covid-19, practical lessons can go ahead providing social distancing can be maintained, equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between cohorts. Details can be found in Section 3.24.

3.20 School Cleaning

Social distancing, washing your hands regularly, good respiratory hygiene (using and disposing of tissues), cleaning surfaces and keeping indoor spaces well ventilated are the most important ways to reduce the spread of COVID-19.

Cleaning non-healthcare settings where no-one has symptoms of, or a positive test result for Covid-19

We will:

- Follow government guidance which currently tells us that, during the pandemic, we do not need to implement anything more than normal personal hygiene and washing of clothes for staff following a work day in an educational or childcare setting, except to increase frequency and provide additional PPE supplies (see below). Other than in clinical settings, staff do not need to change at or before leaving school although, if changing facilities will allow for social distancing and avoids face to face interaction, staff can if they want to. Work shoes can be left at the workplace for use the following day. If staff do change, at the end of the shift, work clothes should be removed and bagged to take home for washing in line with manufacturer's instructions. 'Home' footwear should be worn.
- Amend site and cleaning staff working hours in consultation with them to allow more hours for cleaning throughout the school day, with limited cleaners designated to particular tasks like cleaning door handles etc. with suitable chemicals.
- Require staff to facilitate appropriate hand washing by not wearing jewellery other than a plain wedding band at work and being bare below the elbow (sleeves can be rolled up for handwashing); keeping finger nails short and removing false nails. Any cuts or abrasions should be covered with a plaster and long hair tied up.
- Define a new cleaning schedule that ensures cleaning is generally enhanced e.g. more frequent cleaning of areas used by different groups, wiping down frequently touched surfaces more often. As a minimum, frequently touched surfaces will be wiped down twice a day, and one of these should be at the end of each day, and more frequently depending on: the number of people using the space, whether they are entering and exiting the setting, and access to hand washing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens.
- Implement a cleaning log to track cleaning frequency for toilets, classrooms and communal areas focussing on frequently touched surfaces.
- Increase the frequency of cleaning throughout school with our usual cleaning products. **All** school staff are expected to clean as they go, wiping frequently touched surfaces and **not** waiting for cleaners to start work.
- Use disposable cloths or paper roll and disposable mop heads where possible which are disposed of after use.
- Provide cleaning and site staff with their own equipment where possible and if not, implement a cleaning regime between users.
- Consider whether site/cleaning teams can meet/congregate in their usual office/store, if regularly used equipment/materials need to be dispersed to more locations that are less centralised to minimise staff contact/cross site contamination and implement and communicate necessary changes.
- Provide additional supplies of our usual task specific PPE to account for increased use i.e. a cleaner who has agreed to split shifts or multiple roles in school like midday supervisor as well will need more changes of PPE for specific tasks than before the pandemic. Staff will be reminded of their past PPE training and will be trained in the safe use, donning/doffing and disposal of any new PPE.
- Wash laundry items in accordance with manufacturer's instructions with no additional steps, other than to avoid shaking dirty laundry which may disperse any virus on it into the air.
- Segregate and quarantine waste **only** when an individual in the setting shows symptoms of or tests positive for Covid-19 (see below).
- Dispose of routine waste as normal, placing any used cloths or wipes or used PPE in 'black bag' waste bins. We do not need to put them in an extra bag or store them for a time before throwing them away. All bins will be lidded and foot operated where possible.

Cleaning after an individual with symptoms of, or a positive test result for Covid-19 has left the setting or area

- The minimum PPE to be worn for cleaning an area after a person with symptoms of or confirmed Covid-19 has left the setting is disposable gloves and an apron and hands must be washed with soap and water for 20 seconds after removing it all.
- If a risk assessment indicates that a higher level of virus may be present (e.g. where someone unwell has spent the night such as in a hotel room or boarding school dormitory) then additional PPE to protect the cleaner's eyes, mouth and nose will be provided if necessary.
- Public areas where a symptomatic person has passed through and spent minimal time but which are not visibly contaminated with body fluids, such as corridors, will be cleaned thoroughly as normal.
- All surfaces that a symptomatic person has come into contact with will be cleaned and disinfected, including all potentially contaminated and frequently touched areas such as bathrooms, door handles, door push plates, work surfaces, computer keyboards/mice, telephones, grab rails in corridors/bannisters, stairwells.

We will also:

- Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings – think one site, one wipe, in one direction.
- Avoid mixing cleaning products together as this can create toxic fumes.
- Avoid creating splashes and spray when cleaning.
- Dispose of all used cloths and mop heads as outlined below.
- Steam clean items that cannot be laundered or cleaned using detergents e.g. upholstered furniture and mattresses.
- Wash dirty laundry in accordance with manufacturer's instructions using the warmest water setting and drying items completely. Dirty laundry that has been in contact with an unwell person can be washed with other people's items.
- Avoid shaking dirty laundry before washing to minimise the possibility of dispersing virus through the air.
- Clean and disinfect anything used for transporting laundry with our usual products, in line with the cleaning guidance above.
- Dispose of personal waste from individuals with symptoms of Covid-19 and waste from cleaning areas where they have been (including PPE, disposable cloths and used tissues) as follows:
 - put into a plastic rubbish bag and tie when full;
 - put the tied plastic bag into a second bin bag and tie;
 - put the double-bagged waste into a suitably secure place marked for storage until the individual's test results are known.
- Store potentially contaminated waste safely away from children and others ensuring it does not go into communal waste areas until negative test results are known, or the waste has been quarantined for at least 72 hours. If possible we will keep an area closed off and secure for 72 hours.
- Dispose of quarantined waste in the normal waste immediately an individual tests negative.
- Store waste generated by a person who has tested positive for Covid-19 for at least 72 hours before disposal with normal waste.
- If during an emergency we need to remove the waste before 72 hours, it will be treated as Category B infectious waste which means:
 - keeping it separate from our other waste
 - arranging for collection by a specialist contractor as hazardous waste
- Other household waste can be disposed of as normal.
- Any items that are heavily contaminated with body fluids and cannot be cleaned by washing will be disposed of.

Where cleaning contractors are employed, we will ensure that their risk assessments are suitable and sufficient and follow the same stringent procedures outlined in the Government guidance.

Refer to our Risk Assessment for 'Cleaning School During the Coronavirus (Covid-19) Pandemic' (model available on the KAHSC website: [Cleaning Schools during Coronavirus Pandemic](#)).

3.21 Personal Protective Equipment (PPE) and Face Coverings

PPE

- We have reviewed tasks in school which require PPE like first aid, intimate care, cleaning, food preparation etc. and have identified where we need extra equipment (like visors where splashing to the eyes is a new significant risk) or more of it (because we change it more often) following [Covid-19 : Personal Protective Equipment \(PPE\) to](#)

[help us decide](#). Where PPE is required, staff will be trained in and must scrupulously follow the guidance [how to put PPE on and take it off safely](#) to reduce cross and self-contamination.

- Where staff are performing intimate care procedures and/or nappy changing, our normal PPE procedures and usual PPE (disposable apron and disposable gloves) will be used, unless the individual staff or child risk assessment indicates more controls are necessary i.e. a visor if a child habitually spits. If a child shows symptoms of Covid-19 they must not attend the school and stay at home.
- When changing children, and where the child can understand, we will ask the child to turn their head to the side during the changing process.
- Staff dealing with children with complex medical needs have an increased risk of transmission through aerosols being transferred from the child to the care giver. Staff performing tracheostomy care and other similar procedures will follow the [Public Health advice](#) and refer to the DfE guidance [Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#) which specifically covers Aerosol generating procedures (AGPs), and wear the correct PPE which is:
 - a FFP2/3 respirator (which must be fit-tested – refer to [HSE Face Fit Testing Guidance](#))
 - gloves
 - a long-sleeved fluid repellent gown
 - eye protection
- If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE.

Face Coverings

Refer to: [Face coverings in Education](#)

- The Government is not recommending universal use of face coverings in all schools. Face coverings will not be necessary in the classroom even where social distancing is not possible.
- [Face visors or shields should also not routinely be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer.](#)

Primary Schools/Nurseries:

- In primary schools where social distancing is not possible indoors in areas outside of classrooms between members of staff or visitors, e.g. in corridors/communal areas, staffrooms, meetings etc., Head teachers have the discretion to decide whether to ask staff or visitors to wear or agree to them wearing face coverings in these circumstances. All staff and visitors to FLOOKBURGH CE PRIMARY SCHOOL are required to wear face coverings when on-site, including when staff are teaching in classrooms.
- children will not need to wear a face covering.

ALL settings:

- [We will have a process for removing face coverings when those who use face coverings arrive and when face coverings are worn within the setting. This process will be communicated clearly to pupils and staff and allow for adjustments to be made for those children and young people with SEND who may be distressed if required to remove a face covering against their wishes.](#)
- It is vital that that face coverings are worn correctly so clear instructions will be provided to staff, and where appropriate, children and young people on how to put on, remove, store and dispose of face coverings ([Face coverings: when to wear one and how to make your own](#)) in all of the circumstances above, to avoid inadvertently increasing the risks of transmission.
 - cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them between use;
 - instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom/workplace;
 - where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.
- Staff and where appropriate, children should have access to their own face coverings, however, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, we will take steps to have a small contingency supply available to meet such needs.
- Some individuals are [exempt](#) from wearing face coverings e.g. people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability, or if you are speaking to or providing

assistance to someone who relies on lip reading, clear sound or facial expression to communicate. The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.

- In line with [Coronavirus Covid-19 safer travel guidance for passengers](#) it is mandatory to wear a face covering when using public transport or when attending a hospital as a visitor or outpatient. Note: children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport. **KAHSC would, however, consider this to be best practice where the child understands how to wear a mask properly.**
- Responsible adults or carers travelling with children on public transport must follow this guidance, wear face coverings, minimise the surfaces they touch and maintain their distance from others, where possible. Children under the age of 3 should not wear face coverings.
- It is also mandatory to wear face coverings in enclosed public spaces such as indoor transport hubs, taxis & private hire vehicles, shops, banks, takeaways, premises providing hospitality (bars, pubs, restaurants, cafes), except when seated at a table to eat or drink, places of worship, cinemas, theatres, galleries, concert halls, aquariums/indoor zoos/visitor farms, other indoor tourist, heritage or cultural sites, public areas in hotels/hostels, libraries, youth centres, social clubs, indoor entertainment venues, adventure activities e.g. laser quest, go-karting, etc.) (list not exhaustive) (see [exemptions](#) above).
- Refer also to 'Arriving at and leaving school' (Section 3.13) and 'Transport' (Section 3.27).

3.22 Behaviour Management

In light of the need for children to behave differently when they return to school, and any new systems we have put in place to support that, we have produced **Addendums to the Whole School Behaviour Policy**, **Exclusions Policy** and **Code of Conduct for Staff and Other Adults** – these have been shared with staff, parents and pupils and are displayed on the school website.

Staff have been trained in the new rules and routines, including the use of sanctions and rewards, so that they can support pupils to understand them and enforce them consistently.

3.23 Outdoor Provision / Sun Protection

We will where possible:

- **Plan activities to make as much safe use of outdoor spaces for learning and play as we can, weather permitting. However, when the sun is strong, we will encourage pupils to stay in available shade.**
- Give extra regard to our **'Sun Protection Procedures'** in our Health and Safety Policy.
- **Emphasise to families, for infection control reasons, the importance of:**
 - Applying a *long-lasting* sunscreen before coming to school **to reduce the frequency and close proximity risks to pupils and staff.**
 - Ensuring all sun protection products, including individual items of clothing and sunglasses etc. are clearly labelled so we can make sure pupils do not share.
- **Ensure all staff understand that extra care and attention should be paid to:**
 - Ensuring no pupil shares or uses any personal sun protection products that belong to another pupil unless both are from the same household **and the parent or carer has made a request (preferably in writing) and we have no reason to refuse.**
 - Ensuring supplies of sunscreen that we hold in case pupils forget their own are **not handled or used by pupils (dispensed by adults only) and not shared by different bubbles if possible.**
 - The cleaning or appropriate quarantine before we reuse our own school supplies or equipment e.g. **managing necessary spare sunhats in the same way we manage dressing up clothing.**
- **Specific training given to staff about implementing the Sun Protection Procedures will include:**
 - The importance of continuing to encourage pupils who can, to apply sunscreen to themselves.
 - Reinforcing with staff the need to wash their hands thoroughly using the recommended technique for 20 seconds after each application between different pupils.
 - The importance of following our current intimate care procedures, in particular asking pupils to keep their face turned away from staff while they apply sunscreen to them **or using distractions or other support to keep them faced away if they are not able to sustain that themselves.**

3.24 Science, Art and Design Technology

We will follow the CLEAPSS guidance: [P110 Practical activities in a bubble](#), [P104 - Managing hands-on activities in a partially reopened school](#), [P112 Practical activities suitable for home learning and children in partially open schools](#)

and [CLEAPSS Explore Issue 9](#) when considering or pursuing practical activities in relation to Food Technology, D&T and Science.

Any guidance to those staff in particular is over-arched by the information we have in our overall school risk assessment (and supporting policy addendums e.g. behaviour) which all staff will be made aware of – in terms of social distancing, washing hands, etc. particularly in relation to practical areas and how the social distancing/regular cleaning will be managed in those areas for the groups coming in.

Teams will also need to consider the management of small equipment items, but again, this will be the task of staff who know the areas and ultimately the numbers of pupils who will be needing to access it and when. For example in a cooking area, children will touch multiple surfaces during a lesson; work surfaces, sinks, utensils etc. and this will be managed by the staff involved in line with CLEAPSS guidance and our overall school risk assessment but tailored to their particular practical rooms or areas. Existing related curriculum risk assessments will be reviewed and where necessary, revised to reflect any altered practices.

3.25 Physical Education, School Sport and Physical Activity (PESSPA)

We have the flexibility to decide how PESSPA will be provided whilst following the measures in our system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.

Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. We must only provide team sports on the list available in [Coronavirus \(COVID-19\): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events](#).

Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

We will follow the Guidance outlines in the [AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context](#) and also refer to [Working safely during coronavirus \(COVID-19\) for providers of grassroots sports and gym / leisure facilities](#), [Coronavirus \(COVID-19\): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events](#), [Coronavirus \(COVID-19\): grassroots sports guidance for the public and sport providers](#), [Sport England](#) for grassroot sport, [Youth Sport Trust](#) and [Swim England](#) – for guidance on school swimming.

[Indoor swimming pools used by settings for education and training, including hydrotherapy pools used for physical therapy, can continue to be used.](#)

[Providers of music, dance and drama or sports provision should also note that if they operate in an area under 'high \(tier 2\)' or 'very high \(tier 3\)' restrictions, there are additional restrictions \(\[Local COVID restriction tiers: what you need to know\]\(#\)\). For example, under tier 3 restrictions, the government may agree with the LA to close performing arts venues for the purposes of performing to audiences \(see Section 3.31 for Tier 4 restrictions\).](#)

- Pupils should be kept in class groups for PE.
- We will agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.
- We will consider the impact on staff and pupils with protected characteristics, including race and disability, in developing our approach.
- Team games which involve contact will be avoided.
- We will decide the physical and organisational structures needed to limit risks and limit movement around the building(s) e.g. classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas.
- We will agree how safety measures and messages will be implemented and displayed around school.
- We will ensure there are sufficient tissues available for ensuring good respiratory hygiene – i.e. 'catch it, bag it, bin it' approach.

Changing areas

- If used, these will be cleaned after every lesson – wiping of surfaces is a reasonable approach.
- We will consider permitting pupils to attend school with PE kit on to limit the need to use changing rooms (see below).

- We will ensure sufficient standard cleaning equipment is available in all changing areas.
- Social distancing measures will still apply and we will out areas which cannot be used to help manage the area effectively.
- Refer to [Guidance on using changing rooms and showers safely](#)

Teaching areas

- We will encourage outdoor PE and PA to support social distancing.
- Students will work in their own zone which may be marked out, depending on allocated teaching space. PE outside is preferable to indoor PE.

Social distancing within lessons and group sizes

- We will ensure that all lesson activity adheres to the social distancing rules in place at the time of delivery. This means team games involving contact are currently not possible.
- One solution is for each student to have their own zone which they can work in.
- Class sizes will adhere to Government guidance and be reduced to a level where social distancing rules can be applied.

PE Clothing

We will consider modifications/adaptions to clothing expectations e.g. permitting pupils to attend in their PE kit for the whole day on the day when they have a timetabled PE lesson in order to limit or avoid the use of the changing areas. We will also consider back up clothing for when the weather is inclement.

PE Equipment

- Equipment will need to be cleaned after each use.
- We will decide which equipment is easier to build into lessons and take into account the cleaning regime at the end of the sessions.
- Hand washing routines will mean more equipment is available to pupils, however it is often easier to plan for and discourage the sharing of equipment to mitigate against virus transmission.

Hand Washing

- We will pay scrupulous attention to cleaning and hygiene.
- Opportunities for handwashing before and after the lesson will be available.
- Hand sanitiser will be readily available for students to use throughout the day. This is in addition to regular handwashing.

3.26 Music, Dance and Drama

- Singing, wind and brass instrument playing can be undertaken in line with [Working safely during coronavirus \(COVID-19\) for performing arts along with COVID-19: suggested principles of safer singing](#).
- We will do everything possible to minimise contacts, mixing and reduce the number of contacts between pupils/students and staff, including for rehearsal and performance, by keeping groups separate (in bubbles) and through maintaining the social distance between individuals. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.
- We take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.
- Additionally, we will keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, we will use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, we will not share microphones. If they are shared, we will follow the guidance on handling equipment.

Performances

- Settings in tier 3 and 4 should not host performances with an audience. In these cases, settings should use alternative methods such as live streaming and recording, subject to the usual safeguarding considerations and parental permissions.
- Those in other local restriction tiers: if planning an indoor or outdoor face-to-face performance in front of a live audience, we will follow [Working safely during coronavirus \(COVID-19\) for performing arts](#), implementing events in the lowest risk order as described. If planning an outdoor performance we will also give particular consideration to the [guidance on delivering outdoor events](#).

- Where we are unable to put on live performances to parents, or where it is not practical to do so, we will consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.

Peripatetic teachers

- We can continue to engage peripatetic teachers during this period, including staff from music education hubs – refer to ‘Other Considerations’ above and ‘Ratios/Qualifications’ below.
- They should avoid situations where distancing requirements are broken; e.g. demonstrating partnering work in dancing.
- Further information on the music education hubs, including contact details for local hubs, can be found at [music education hub](#) published by the Arts Council England.

Music teaching including singing, and playing wind and brass instruments in groups

- Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, we will limit the numbers in relation to the space.
- If indoors, we will use a room with as much space as possible, e.g. larger rooms; rooms with high ceilings. If playing indoors, we will limit the numbers to account for ventilation of the space and the ability to social distance and ensure good ventilation.
- Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation can be maintained.
- In the smaller groups where these activities can take place, we will observe strict social distancing between singers and players, and any other people such as conductors, other musicians, or accompanists. If the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils will use seating where practical to help maintain social distancing.
- 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.
- Use microphones where possible or encourage singing quietly.

Handling equipment and instruments

- Increase 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, e.g. 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.
- Limit the number of suppliers when hiring instruments and equipment. We will agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use.
- Equipment and instruments should be stored in a clean location if we 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 and performance in groups

- Individual lessons in music, dance and drama can resume in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so we will need to take particular care, in line with the measures set out above on peripatetic teachers.
- If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.
- In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.
- Specific safety measures for individual music lessons are set out in the following sections.
- Measures will include specific social distancing between pupil and teacher (as above), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.
- Avoid sharing instruments and equipment and limit handling music scores, parts and scripts wherever possible as above.

Providers of **music, dance and drama or sports provision** should also note that if they operate in an area **under 'high (tier 2)' or 'very high (tier 3)' restrictions**, there are additional restrictions ([Local COVID restriction tiers: what you need to know](#)). For example, **under tier 3 restrictions**, the government may agree with the LA to close performing arts venues for the purposes of performing to audiences ([see Section 3.31 for Tier 4 restrictions](#)).

3.27 Transport

As set out in the guidance for [full opening for schools](#), and for [full opening of special schools and other specialist settings](#) from the autumn-term local authorities, schools or operators commissioned by those other than the LA or school (parental commissioned) will not be required to uniformly apply the social distancing guidelines for public transport on dedicated school transport. However, the full opening for schools guidance also sets out that distancing should still be put in place within vehicles wherever possible. It is of vital importance that Local Authorities and schools work through the steps set out in [Transport to school and other places of education: 2020 to 2021 academic year](#). In particular: those involved in the provision of home-to-school transport must do all that is reasonably practicable to maximise social distancing within vehicles wherever it is possible, between individuals or 'bubbles'; it is very important to maximise the ventilation of fresh air (from outside the vehicle) on dedicated school transport, particularly through opening windows and ceiling vents. Both control measures along with other measures will minimise the risk of transmission of Covid-19.

The suggested control measures set out in the Government guidance are believed to be an appropriate balance because:

- the overall risk to children and young people of serious illness as a result of coronavirus (COVID-19) is very low;
- they do not mix with the general public on dedicated school transport journeys;
- home to school transport often carries the same group of children and young people on a regular basis, and they may also be together in school;
- the predictability of home-to-school transport will allow for planning so that protective measures can be put in place.

It is now the law that children and young people aged 11 years and over must wear a face covering on public transport. This law does not apply to dedicated school transport. However, it is recommended that LA's and schools advise young people aged 11 years and over to wear a face covering when travelling on dedicated school transport to secondary school from the start of the autumn term. This does not apply to those who are [exempt from wearing a face covering on public transport](#).

Dedicated school transport, including statutory provision

The LA is responsible for arranging school transport for those pupils legally entitled to travel to and from school. The [LA School Transport guidance](#) states, in brief:

- Unless it is possible on the transport used, social distancing will not apply on dedicated school transport from the Autumn term 2020 (although should still be put in place wherever possible).
- Even if children are entitled to free or subsidised education transport, they should only use this transport if absolutely necessary.
- Parents and carers are responsible for supporting their child to maintain social distancing whilst queuing at bus stops.
- Schools and colleges should put in place appropriate queuing or other arrangements needed for picking up and dropping off children at school.
- Where possible, children should try to sit within their school bubbles on vehicles.
- All pupils should wash their hands prior to boarding the bus.
- Hand Sanitiser will be provided on board the vehicle and it should be used by pupils when getting on and getting off the bus. Child(ren) should also carry their own hand sanitiser.
- The wearing of face coverings on dedicated home to school transport is mandatory. Public Health England advises that children aged 11 years and over must wear a face covering when travelling on dedicated transport to school (these will not be provided). Younger children can wear face coverings where the child understands how to wear a mask properly. We will support the LA in promoting the use of face coverings on school transport and help them to resolve any issues of non-compliance where appropriate.
- Where possible, the ventilation of fresh air (from outside the vehicle) will be maximised, particularly through opening windows and ceiling vents.
- Vehicles will be cleaned and sanitised after each journey.
- Refer also to [Coronavirus Covid-19 Safer transport guidance for operators](#) and [Transport to school and other places of education: 2020 to 2021 academic year](#).

School or parent commissioned transport (including use of school minibuses)

We organise our own transport for children to attend school and will take all necessary steps to ensure that the vehicle is safe to use by the children concerned. We may collect children in cohorts and/or stagger start/finish times in order to accommodate the pupils on the bus safely. If the children being transported do not have symptoms of Covid-19, there is no requirement for a driver to use PPE although they may choose to.

For further details, refer to KAHSC [COVID-19: Model risk assessment for the FULL reopening of schools/settings in September 2020](#), KAHSC Model [Protocol for using the School minibus to transport students during the Covid-19 pandemic](#) and GOV UK [Transport to school and other places of education: 2020 to 2021 academic year](#).

Wider public transport

- The use of public transport, particularly in peak times, should be kept to an absolute minimum.
- We will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours where possible.
- We will encourage parents, staff and pupils to walk or cycle to school if at all possible. We will consider using 'walking buses' (a supervised group of children being walked to, or from, school), or work with the LA to promote safe cycling routes. Driving children to school will also be an option. Refer to [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)
- Pupils using public transport unaccompanied will be reminded that all passengers must wear a face covering. Face coverings now **mandatory** in taxis and private hire vehicles along with retail and hospitality venues within transport hubs. Children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport – see also [exemptions](#). *KAHSC would, however, consider this to be best practice where the child understands how to wear a mask properly.*
- Car sharing should be avoided with those outside the household or support bubble unless the journey undertaken is for an exempt reason e.g. if car sharing is reasonably necessary as part of work. (see [Safer travel guidance in private cars and other vehicles](#)). Additional mitigations can be put in place if car sharing is necessary.
- We will ensure that a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc.

3.28 Educational Visits

- The Government continues to advise against domestic (UK) overnight and overseas educational visits at this stage (see [coronavirus: travel guidance for educational settings](#)). **This will be reviewed by the Government in February 2021.**
- In the autumn term, we **have been able to** resume non-overnight domestic educational visits including any trips for pupils with SEND connected with their preparation for adulthood (e.g. workplace visits, travel training etc.). **This will be done in line with our full and thorough risk assessments in relation to all visits to ensure they are planned and carried out safely and in line with relevant national and local restriction tier guidance** protective measures, such as keeping children within their consistent group, and any coronavirus (Covid-19) secure measures **on transport and at the destination.** This will include keeping ourselves up to date with any wider government, industry, or an individual provider or facility's advice on visiting both indoor and outdoor venues. Refer also to [health and safety guidance on educational visits](#)
- The Association of British Insurers (ABI) has produced information on travel insurance implications ([ABI: Coronavirus Hub](#)) following the coronavirus (COVID-19) outbreak. If we have any further questions about our cover or need further reassurance, contact our travel insurance provider.
- We will make use of private outdoor spaces.
- We can take groups of children on trips to outdoor public places and do not need to be limited to 6 people, provided: (see [Coronavirus outbreak FAQs: what you can & can't do](#))
 - it is for the purpose of education or childcare;
 - we remain within the EYFS staff child ratios;
 - we conduct a risk assessment in advance;
 - the risk assessment demonstrates that we can remain socially distant (2m) from other people and groups, wherever possible;
 - good hygiene is maintained throughout;
 - thorough handwashing happens before and after the trip.
- We must check whether additional restrictions apply in our area or the area we plan to visit – see **Local COVID restriction tiers: what you need to know**. Where school is under **tier 3 or 4 restrictions**, we will not travel outside this area for the purpose of an educational visit. We should also not travel into an area **under tier 3 or 4 restrictions** for the purpose of educational visits.

- We will comply with the requirement to wear face coverings in enclosed public spaces such as indoor transport hubs, taxis & private hire vehicles, shops, banks, takeaways, premises providing hospitality (bars, pubs, restaurants, cafes), except when seated at a table to eat or drink, places of worship, cinemas, theatres, galleries, concert halls, aquariums/indoor zoos/visitor farms, other indoor tourist, heritage or cultural sites, public areas in hotels/hostels, libraries, youth centres, social clubs, indoor entertainment venues, adventure activities e.g. laser quest, go-karting, etc.) (list not exhaustive) (*again, exemptions include children under 11 and those with certain disabilities/medical conditions*). **KAHSC would, however, consider this to be best practice where the child understands how to wear a mask properly.**

Refer also to the **Addendum to the Off-Site Visits Procedures** held separately.

3.29 Lettings

Where Lettings (private hire) are to take place, our documented Lettings Arrangements/Procedures (held separately) which include conditions of hire, have been revised to identify any specific rules we expect hirers to follow in light of Covid-19, thinking about, for example:

- ensuring details of those attending each Let is kept by the organiser (for NHS Test & Trace purposes) - refer to [Maintaining records to support NHS Test & Trace](#);
- potentially restricting numbers if social distancing cannot be adhered to;
- where hirers can and can't go (at this time we will probably be putting more restrictions in place – we may need to take changing rooms out of action and ask participants to arrive in their sports kit and go home in it to shower for example; we may need to limit toilet facilities to reduce the amount of cleaning required);
- what they can & can't do;
- what equipment (if any) they can use etc.
- include cleaning regimes – who is expected to clean premises/ equipment following a Let, particularly if there has been a suspected or confirmed case of Covid-19 during the Let. How do hirers report such a case?
- who will provide hand sanitiser, tissues etc. – school or the hirer;
- provision of more waste facilities (for tissues etc.);
- will there be any necessary changes needed to fire evacuation procedures and assembly points to allow for social distancing?

We will expect each organiser to have their own Covid-19 risk assessment in place which we are satisfied with. This should include as a minimum the 5 key elements of infection control (not attending or going home if symptomatic or have had a positive test result; test & trace; hand/respiratory hygiene; social distancing and enhanced cleaning) and take into account the specific Government guidance for that particular sector e.g. [Working safely during coronavirus \(Covid-19\): Performing arts](#) or [Working safely during coronavirus \(Covid-19\): Providers of grassroots sport and gym/leisure facilities](#) etc.

Should there be a local lockdown (or other related restrictions imposed by government – nationally or locally), all Lettings will be suspended.

3.30 Contingency Planning and Remote Education

In line with the [Contingency framework: education and childcare settings \(excluding universities\)](#) any restrictions on education would only be as a last resort and may only be initiated following a ministerial decision (refer also to [Contingency Framework – Implementation Guidance](#)). In the very unlikely event that evidence supports limiting attendance in primary schools or early years settings, DfE may advise that only vulnerable children and children of critical workers should be allowed to attend schools. In secondary schools, this would also include pupils in Yrs 11 & 13 and those taking exams this academic year. In special schools, where the contingency framework is implemented, all pupils should continue to attend and whilst attendance is encouraged, it will not be mandatory and parents will not be penalised if their child does not attend.

We will be aware of the [Contingency framework: education and childcare settings \(excluding universities\)](#), [COVID-19 contain framework: a guide for local decision-makers](#) in particular Annexe 2: Powers to impose restrictions on settings and members of the public and [Local COVID restriction tiers: what you need to know](#) and ensure plans are in place to meet the educational needs of students should the [Contingency framework](#) be implemented.

- For individuals or groups of self-isolating pupils and pupils who are shielding following government advice, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to Covid-19 in line with the [Remote Education Temporary Continuity Direction](#).
- At all [Local COVID alert levels](#), the expectation is that education and childcare provision will continue as normal. There is an additional requirement in areas under tier 2, 3 and 4 restrictions that face coverings are worn by staff

- and students from year 7 and above, outside classrooms when moving around communal areas where social distancing cannot easily be maintained. This includes during extended or out of school activities.
- However, local restrictions may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils – plans will be developed to ensure these can be staffed and managed.
 - The government has been very clear that limiting attendance at schools, and other education settings, should only be done as a last resort, even in areas where a local alert level is high (tier 2), very high (tier 3) or stay at home (tier 4) - refer to the [Contingency framework: education and childcare settings \(excluding universities\)](#) and the [Contingency Framework – Implementation Guidance](#).

Remote education expectations

- Where a class, group or small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we will ensure we have the capacity to offer **immediate (by the next school day)** remote education and consider how to continue to improve the quality of their existing curriculum, for example through technology **and have a strong offer in place for remote education provision**.
- Our Emergency/Contingency Plan(s) will be reviewed/updated to reflect our plans should there be a spike in infections to meet the educational needs of **students should schools be** advised to temporarily close (local lockdown). This must enable us to:
 - **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 practiced in each subject;**
 - use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations;
 - give access to high quality remote education resources;
 - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use;
 - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
 - recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum;
 - **publish information for pupils, parents and carers about our remote education provision on our website by 25/01/21 – an [optional template](#) is available to support schools with this expectation.**
- When teaching pupils remotely, we will:
 - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
 - **set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum where possible:**
 - primary: 3 hours a day, on average, across the school cohort;
 - secondary: 4 hours a day, with more for pupils working towards formal qualifications this year;
 - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos;
 - **have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern;**
 - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, **and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate;**
 - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- We will consider the above in relation to the pupils' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support. We will avoid an over-reliance on long-term projects or internet research activities.

Special educational needs

- For pupils with SEND, teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating.
- The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.
- Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

- Where a pupil has provision specified within their EHC plan, it remains the duty of the LA and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, e.g. if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, e.g. online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

- Where individuals who are self-isolating are within the definition of vulnerable, it is important that we put systems in place to keep in contact with them, **offer pastoral support and check they are able to access education support.**
- When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). We will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.
- We will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Further remote education support

- [Remote education good practice guide](#)
- [Adapting teaching practice for remote education](#)
- [Resources to support schools in delivering remote education](#)
- [Get help with technology for remote education during coronavirus \(Covid-19\)](#)
- [Remote education good practice guide](#)
- [Support for parents and carers to keep children safe online](#)
- [Guidance on staying safe online](#)
- [Get help with remote education](#)
- [Remote education webinars](#)
- SWGfL: [Safe remote learning](#)
- LGfL: [Online safety and safeguarding](#)
- The National Cyber Security Centre: [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [Safeguarding and remote education during coronavirus \(COVID-19\)](#)
- Annex C of [keeping children safe in education](#)

Refer also to the **Addendum to the Online Safety Policy** held separately.

3.31 Further Variations to practices and protective measures during periods of National Restrictions or when a local are is placed under Tier 4 Restrictions

Even during periods of National Restrictions or when a local area is placed under Tier 4 (stay at home) restrictions, the government continues to prioritise the wellbeing and long-term futures of children and young people and **will not close** early years settings, schools, further education (FE) colleges or universities. It remains very important for children and young people to attend, to support their wellbeing and education and help working parents and guardians. Senior clinicians still advise that school is the best place for children to be, and so they should continue to go to school. Childcare or education is one of the exceptions that children, young people and parents and carers can leave their home for.

The following section covers **variations** to the practices and protective measures we already have in place during **any** periods of national restrictions (nationwide 'lockdown') **or when our local area is placed under Tier 4 Restrictions:**

Those who are Clinically Extremely Vulnerable

Children/Young People:

- Most children originally identified as clinically extremely vulnerable no longer need to follow original shielding advice. Parents will be advised to speak to their child's GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable.
- Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend school or out of school settings whilst national restrictions are in place/**our local area is placed under Tier 4 (stay at home) restrictions.** We will make appropriate arrangements to enable them to continue their education at home. Where a meeting with a GP or specialist clinician has not taken place, the public health

advice is that the child is still clinically extremely vulnerable and should not attend the setting. In these situations, schools must offer clinically extremely vulnerable children access to remote education.

- Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education and out of school settings.

Staff:

- Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past. We will talk to these individuals about how they will be supported, including to work from home where possible, during the period of national restrictions/**our local area is placed under Tier 4 (stay at home) restrictions**. However, in some cases, colleagues who are classified as CEV may still wish to attend work. Cumbria County Council **Public Health has** developed some further local guidance to support schools in this scenario – **see <https://content.govdelivery.com/accounts/UKCCC/bulletins/2ad520c>**
- All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.

Those who are Clinically Vulnerable

Staff and children who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance.

Face Coverings

Primary Schools & Educational Settings teaching Year 6 & above:

There is no change to the existing position. It is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in settings indoors is not possible e.g. when moving around in corridors and communal areas, the Head teacher has the discretion to recommend the use of face coverings for adults on site, for both staff and visitors.

Years 7 & above:

- Face coverings **will** be worn by adults and pupils when moving around the premises indoors outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This was already the case for pupils in year 7 and above, and staff and visitors for those schools that were in areas **under tier 2 and tier 3 restrictions**.
- Some individuals are **exempt** from wearing face coverings and we expect adults and pupils to be sensitive to those needs.
- Children and young people aged 11 and over must wear a face covering on public transport. Face coverings **must** also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college. This does not apply to those who are **exempt**.

Out of School Settings and Wraparound Childcare:

- In out-of-school settings, face coverings **will** be used where it is a requirement of the indoor setting and where the teaching, training or activity is taking place in an area in which children aged 11 and over or staff are likely to come into contact with other members of the public (complying with relevant COVID-19 sector guidance).
- In addition, **where our school is under tier 2, 3 or 4 restrictions**, face coverings **will** be worn by adults and children aged 11 and above when moving around the premises indoors outside of classrooms or activity rooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Transport

EYFS Settings & Childcare:

- Journeys should only be made:
 - for education or childcare;
 - for work purposes;
 - to exercise outdoors or visit an outdoor public place;
 - for visiting venues that are open;
 - for a medical reason, such as taking someone to hospital.
- If it is necessary to travel, we will walk where possible, and plan ahead and avoid busy times and routes on public transport. This will allow us to maintain social distancing while travelling.
- If it is necessary for a childminder to pick up or drop off a child at school and walking is not practical, then a private vehicle for single household use is preferable. Use of public transport should be minimised.

Schools:

- Travel in or out of local areas should be avoided, and parents, carers and staff should look to reduce the number of journeys they make - but travelling to deliver and access education is still permitted.
- Staff, children and their parents and carers are encouraged to walk or cycle when travelling to and from school where this is possible, and to plan ahead and avoid busy times and routes on public transport. This will allow social distancing to be practised.

Residential providers and boarding schools:

We will support students to reduce travel between home and educational accommodation unless absolutely necessary. Where students normally travel between their boarding school and home during term time for the purpose of education, this is allowed.

Out-of-school activities

- Out-of-school activities and clubs related to PE, sport, music, dance and drama along with wraparound care may continue to operate **under national restrictions/Tier 4 restrictions** if their primary purpose is providing registered childcare, or where they are offering other childcare activities, where this is:
 - provision specified in an EHC Plan;
 - necessary to allow parents/carers to work, seek work, **attend a medical appointment** or undertake training or education;
 - for the purposes of respite care, including for vulnerable children;
 - being used by home educating parents as part of their arrangements for their child to receive a suitable full-time education (which could include, for example, tuition centres, supplementary schools, or private tutors);
 - for the purposes of obtaining a regulated qualification, meeting the entry requirements of an educational institution or exams and assessment.
- Youth support services, including 1-1 youth work and support groups, may also continue to operate.
- These settings should continue to undertake risk assessments and implement the system of controls set out in the [protective measures for holiday clubs and after-school clubs and other out-of-school clubs for children during the coronavirus \(COVID-19\) outbreak](#). Providers of youth services and activities should also refer to the [National Youth Agency's guidance](#) for managing youth sector spaces and activities during COVID-19, where it is relevant to do so.
- **Facilitated activities for children where these provide a childcare function for working parents are allowed to continue (as above). All other out of school activities, not being primarily used by parents for these purposes, should close for face-to-face provision during periods of national restrictions/when our local area is under tier 4 restrictions.**
- **If we are in an area with a very high infection rate meaning on-site school provision is limited to [vulnerable children and the children of critical workers](#), only those children can attend wrap around care provision. Refer to [Contingency framework for education and childcare settings](#) and the [Contingency Framework – Implementation Guidance](#).**

Respite:

Parents or carers of disabled children may continue to access respite care to support them in caring for their disabled child. Where activities are being provided solely for this purpose, they are able to continue.

Visitors

EYFS Settings & Childcare:

We will restrict all visits to the setting to those that are absolutely necessary. Visits that allow a vulnerable child to meet a social worker, key worker or other necessary support should continue on site.

Curriculum

Sport and physical education:

- **[Secondary Schools] Sport and extra-curricular activities can resume from 18/01/21 once on-site provision has resumed.**
- It is important that children continue to remain fit and active and, wherever possible, have the 60 active minutes of daily physical activity recommended by the Chief Medical Officers.
- We will only provide team sports listed on the [Coronavirus \(COVID-19\): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events guidance](#).
- We can hold PE lessons indoors, including those that involve activities related to team sports, e.g. practising specific techniques, within our own system of controls.

- Competition between different schools should not take place, in line with the wider restrictions on grassroots sport.
- Pupils will be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups.
- Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.
- We are able to work with external coaches, clubs and organisations for curricular activities where we are satisfied that it is safe to do so. Where schools are offering extra-curricular activities (that is, before and after school clubs) they should only do so where it is reasonably necessary to support parents to work, search for work, or undertake training or education, or where the provision is being used for the purposes of respite care.
- We will consider carefully how such arrangements can operate within our wider protective measures.

Use of external premises and off-site visits:

- A number of businesses are required to close during national lockdown **or when moved into higher tier restrictions** including leisure and sports facilities, swimming pools, community centres and halls. These businesses and places will however be permitted to be open for a small number of exempt activities, including:
 - education and training (including for schools to use sports and leisure facilities where that is part of their normal provision);
 - childcare purposes and supervised activities for children.
- Where we use these facilities as part of our normal provision, we will negotiate appropriate access with the facility concerned.
- We may access any number of outdoor spaces in accordance with the **Local Tier Restrictions** document as long as we remain within the groups as determined by our school bubbles or classes.
- Outdoor playgrounds are exempt from closure but the general rules of social distancing will apply.
- During periods of National Restrictions/**tier 4 restrictions**, visits to local churches, community centres and halls and supervised activities for children in indoor sports and leisure facilities will be permitted for registered childcare and supervised activities for children.

Music, dance and drama:

Music, dance and drama can be undertaken in school so long as safety precautions are undertaken. Refer to the [full opening guidance for schools](#) and Section 3.26 of this document **and 'Out of school activities' above.**

Settings in tier 3 and 4 should not host performances with an audience. In these cases, settings should use alternative methods such as live streaming and recording, subject to the usual safeguarding considerations and parental permissions.

Exams:

Exam resits that began on 2 November should continue in line with [arrangements for autumn term exams](#) and [Public health guidance to support autumn exams](#) which sets out arrangements that we should implement when delivering exams in autumn 2020.

Pupils now have more time to prepare for their exams next year, as most AS, A levels and GCSEs will be held 3 weeks later to help address the disruption caused by the pandemic.

Testing for entry to selective schools

Tests can continue to be run for entry to selective schools. Travel to such tests is considered essential travel. [Guidance on assessment processes for selective school admissions](#) sets out the protective health measures to be followed.

Home tutoring and elective home educating:

Home tutoring and out-of-school activities to support elective home education can continue to operate provided that they are primarily used by home educating parents as part of their arrangements for their child to receive a suitable full-time education.

Vulnerable and disadvantaged children and young people:

As set out in the [full opening guidance for schools](#) we will continue to take steps to ensure vulnerable children and young people who can't attend school or college are able to access their remote education. Contact will be maintained to ensure they are doing so. Vulnerable children include those with an education, health and care (EHC) plan, children with a social worker and children who are 'otherwise vulnerable'.