



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

29 March 2021

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Signed:	<i>G Pett</i>
Date:	29 TH March 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
15	Updated to reflect the National Lockdown and removal of Section 3.31	20 Jan 2021
16	Updated as a result further revisions to Government guidance	09 Feb 2021
17	Updated as a result of revised Government guidance in relation to lockdown easing and the re-opening of schools on 08/03/21	03 March 2021
18	Very minor updates as a result of yet more revised Government guidance	11 March 2021
19	Updated as a result further revisions to Government guidance	29 March 2021

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1. Introduction

This addendum has been created following DfE guidance [Schools coronavirus \(COVID-19\) operational guidance](#), [Actions for Early years and childcare providers](#) and [Additional operational guidance for special schools, special post-16 institutions and alternative provision](#) 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.

The Government's plan is for all pupils, in all year groups, to return to school face to face provision from 08 March 2021. We will use our existing resources to make arrangements for the education of all children and will not put in place rotas.

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 with staff on any changes to risk assessments takes place.
- 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, on furlough or home working to ensure they still feel part of the team and involved.
- Staff returning to school and any new starters 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), with members reporting back directly to their own teams
- 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) 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.
- Additional risk factors will be taken into consideration with regard to individual staff and pupils, including those who clinically extremely vulnerable (CEV), those who are clinically vulnerable (CV) (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 extremely vulnerable guidance](#), [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.
- The government has [announced](#) that shielding guidance is being paused. From 01/04/21, clinically extremely vulnerable (CEV) people are no longer advised to shield. CEV people must continue to follow the national restrictions that are in place for everyone.
- From 01/04/21, all CEV children should attend early years provision, school, college, wraparound childcare and out-of-school settings, unless they are one of the very small number of children under paediatric or other specialist care and have been advised by their GP or clinician not to attend. CEV students who are enrolled in practical, or practice-based (including creative arts) courses should return to in-person teaching.
- Where parents, carers or students are anxious about attendance, we will speak to them about their concerns and discuss the protective measures that have been put in place to reduce the risk and any additional measures that could be put in place. Each student's EHCP will be updated to include any additional protective measures being put in place.
- CEV staff are advised to continue to work from home where possible, but if they cannot work from home, they should now attend the workplace. They should continue to take the extra precautions set out in the [Schools coronavirus \(COVID-19\) operational guidance](#) and the school's Covid-19 Risk Assessment(s) to help protect themselves including maintaining strict social distancing and keeping their overall social contacts at low levels.
- Where staff are anxious about attendance, we will to them about their concerns and discuss the protective measures that have been put in place to reduce the risk and any additional measures that could be put in place and carry out a risk assessment with them (as above).
- Where necessary, we will provide equipment for people to work at home safely and effectively, e.g. remote access to work systems and provide guidance on how to work safely at home – refer to the [ACAS Home Working Guide](#), [ACAS Example checklist for setting up homeworking](#) and the [HSE: protect home workers](#).
- 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

All routine external and in-house monitoring, testing and inspection should [have continued](#) during periods of national lockdown even if the building [was](#) completely closed. **If not, prior to re-opening, it is important that all the usual pre-term building checks are undertaken to make the school safe.** 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 even if the building is completely closed.

Restarting plant and equipment

- If plant and equipment has not continued to be used/maintained during lockdown/closure, we will recommission all systems before 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/closure 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.

3.4 Water Hygiene Management

Water systems

- We will continue to follow our usual water system building management procedures as laid out in our current Legionella Risk Assessment even if the building is completely closed.
- Chlorinating and flushing water systems may not be necessary **if** the system remains operational through routine flushing as advised in the cold water systems and domestic hot water services sections above. **If not**, prior to re-opening, 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, seek advice from your competent person on alternative options.
- We will check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, hygiene rooms, sports hall showers even if the building is completely closed.

Drinking Water

We will ensure we maintain system throughput of water from routine flushing to all outlets even if the building is completely closed.

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 even if the building is completely closed.
- 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 continue to be checked as per our usual termly monitoring programme even if the building is completely closed.

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](#), NHS [Every Mind Matters](#) 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 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 [Individual Risk Assessment](#) 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](#). 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

- Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.
- Some pupils, parents and households may be reluctant or anxious about attending school. We will identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them with a particular emphasis on:
 - disadvantaged and vulnerable children and young people;
 - pupils who were persistently absent prior to the pandemic;
 - pupils who have not engaged with school regularly during the pandemic.
- We will discuss any concerns with parents and provide reassurance about the measures we are putting in place to reduce any risks including the system of controls and testing. We will discuss with individual parents other specific accommodations that can be put in place to ensure that the pupil can regularly attend and emphasise the benefits of regular attendance. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies.
- We will offer pastoral support to pupils who are self-isolating, shielding or who are vulnerable.
- We will consider using pastoral and extra-curricular activities to:
 - support the rebuilding of friendships and social engagement;
 - address and equip pupils to respond to issues linked to coronavirus (Covid-19);
 - support pupils with approaches to improving their physical and mental wellbeing including continuing to remain fit and active and, wherever possible, having the 60 minutes of daily physical activity recommended by the Chief Medical Officers.
- We will also provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible.
- Where there is a concern a child is in need or suffering or likely to suffer from harm, we (generally led by the DSL or deputy) will follow our Child Protection Policy and Part 1 of [keeping children safe in education](#) and consider any referral to statutory services (and the police) as appropriate.
- We will work with school nurses, where in place to:
 - ensure delivery of the [healthy child programme](#);
 - identify health and wellbeing needs;
 - provide support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues;
 - support for pupils with additional and complex health needs.
- Staff will try to 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 address explicitly individual concerns or problems on the other.
- If safeguarding issues come to light they will be addressed using the school's Child Protection policy, which may need to be updated. The Head teacher will consider how they might manage any increase in referrals as pupils return to school.

Further support & resources can be found at:

- [DfE - teaching about mental wellbeing](#)
- [DfE/PHE/NHS YouTube webinar](#)
- [Wellbeing for Education Return programme](#)
- [Every interaction matters](#)
- [PHE: supporting children and young people's mental health and wellbeing](#)
- [Every Mind Matters](#)
- [MindEd learning platform for professionals](#)
- [MindEd coronavirus \(COVID-19\) staff resilience hub](#)
- [Whole School SEND Resource page](#)
- [Transition planning for post-year 11 destinations](#)
- [COVID-19 SEND review guide](#)
- A [Handbook](#) to support teachers to take a whole school approach to supporting pupils following a traumatic event

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; **Cumbrian Community & VC Schools**: report to the LA via the CCC Accident Form. 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 **within 14 days** 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. This should be done online via [tell Ofsted if you have a Covid-19 related incident](#). Those settings with reception pupils only do not need to notify Ofsted.

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 that pupils, staff and other adults do not come into school if they have one or more [coronavirus \(COVID-19\) symptoms](#) (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) *), a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus symptoms, they are required to quarantine having recently visited countries outside the Common Travel Area, they have had a positive test, they have been in close contact with someone who tests positive for coronavirus (COVID-19) for at least 10 days from the day after the start of their symptoms, the test date, if they did not have any symptoms but had a positive test (whether this was a lateral flow device (LFD) or polymerase chain reaction (PCR) test). Staff in all settings and students in Year 7 and above with a positive LFD test result will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result if the LFD test was done at home. * In addition, if any of our staff or pupils test positive for COVID-19, public health may advise us to ask pupils to get tested and isolate with a wider range of symptoms, including: headache, diarrhoea, severe fatigue and sore throat.
- If anyone in the school becomes unwell with coronavirus symptoms, they will be sent home and advised to follow the above [Stay at home guidance](#), which sets out that they must self-isolate for that day and the following full 10 days and should [arrange to have a test](#) or the test date if they were asymptomatic but had a positive test (lateral flow device or polymerase chain reaction test). Other members of their household including any siblings should self-isolate starting from the day the individual's symptoms started (or the day their test was taken if they did not have symptoms, whether this was an LFD or PCR test), and the next 10 full days.
- Currently, the expectation is that those staff not attending school who are still able to work should do so from home where possible.
- The government has [announced](#) that shielding guidance is being paused. From 01/04/21, clinically extremely vulnerable (CEV) staff and students are no longer advised to shield. CEV people must continue to follow the national restrictions that are in place for everyone.
- We will talk to affected staff about how they will be supported, including to work from home where possible and carry out an [Individual Risk Assessment](#) with them (as above). Each CEV student's EHCP will be updated to include any additional protective measures being put in place.
- People who live with those who are clinically extremely vulnerable can attend the workplace where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings.
- Staff who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may return or continue to attend school. While in school they should follow the specific measures in our Covid-19 Risk Assessments to minimise the risks of transmission.
- People who live with those who are clinically vulnerable can attend school but should ensure they maintain good prevention practice in the workplace and at home.
- Staff **who live alone** and have symptoms of Covid-19, however mild, will be directed to stay at home **starting from the onset of symptoms and the next 10 full days**.
- 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 **starting from the onset of symptoms and the next 10 full 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** or **childcare 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 **the symptomatic person subsequently tests positive**; they develop symptoms themselves (in which case, they should **self-isolate immediately** and arrange a test); they have been requested to do so by NHS Test & Trace **or the PHE advice service or they have tested positive from a LFD test**. 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 **used to test symptomatic people (using a 'polymerase chain reaction (PCR) test')**.
- We will promote and engage in asymptomatic testing and will follow the guidance: [Mass asymptomatic testing: schools and colleges](#), [Rapid asymptomatic testing in specialist settings](#) and [Coronavirus \(COVID-19\) asymptomatic testing for staff in primary schools and nurseries](#).
- **We will** ensure that staff and parents/carers understand that they will need to be ready and willing to:
 - [book a test](#) if they or their child are displaying symptoms (or order via Tel No. 119);
 - [self-isolate](#) **immediately and not come to school if they develop symptoms**, have been in close contact (within the previous 2 days) with someone who tests positive for Covid-19, anyone in their household or support or childcare bubble develops coronavirus (Covid-19) symptoms, they are required to do so having **recently visited countries from outside the common travel area** or have been advised by NHS test and trace or the PHE local health team, which is a legal obligation;
 - provide details of anyone they have been in [close contact](#) with if they were to test positive for coronavirus (Covid-19) or if asked by NHS Test & Trace.
- **Anyone with a negative LFD test result can continue to attend the setting unless they have individually been advised otherwise by NHS Test and Trace or Public Health professionals e.g. as a [close contact](#). They should continue to apply the measures in the system of controls to themselves and the setting.**
- **Separate to the asymptomatic testing regime**, all schools **have been provided with** 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 **full** days from the day after that contact.
 - 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 from the day of** onset of their symptoms **and for the following 10 full days** 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 period of isolation starts from the day they became symptomatic and the following 10 full days. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should all self-isolate starting from the day the individual's symptoms started and the next 10 full days.
- If a child or member of staff is not experiencing symptoms but has tested positive for Covid-19, they must self-isolate starting from the day the test was taken and the next 10 full days. If symptoms develop during this isolation period, then they must restart the 10 day isolation from the day after symptoms developed. Others in the household must self-isolate for 10 days from the from the day after contact with the individual who tested positive.
 - At this stage, all those who have been in close contact (within previous 2 days) 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 who tested positive.
 - 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.
 - We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (Covid-19) having developed symptoms and taken a PRC test outside of school.
 - If someone who uses dedicated transport tests positive, we will work with the LA to identify close contacts.
 - Schools participating in the asymptomatic testing programme should follow relevant guidance (see below)
 - **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 risk assessment may be undertaken to determine this, but 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 or LFD 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;
 - sexual contacts;
 - 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.
 - If someone who uses transport tests positive, the risk assessment is likely to take account of factors such as:
 - vehicle size;
 - degree of face-to-face contact;
 - length of time in close proximity;
 - whether a Perspex screen is in place.
 - The health protection team will provide definitive advice on who must be sent home and asked to self-isolate. 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 has been provided to us to send to parents of children asked to self-isolate. This can also be used for staff if needed. It is important that this letter is shared promptly with all parents of children that have been asked to self-isolate as this letter allows parents who are on a low income and unable to work from home to apply to the LA for financial support under the Test and Trace Support Payment scheme. They will not be able to make an application without providing this letter as supporting evidence. We will not share the names or details of people with coronavirus (Covid-19) unless essential to protect others.
- Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate; this is a legal obligation. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10-days from the day after contact with the individual who tested positive they should follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)'. They should get a test, and:
 - if the test delivers a negative result, they should remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (Covid-19) within the remaining days;
 - if the test result is positive, they should inform school immediately, and must isolate from the day of onset of their symptoms and at least the following 10 full days (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate starting from when the symptomatic person first had symptoms and the next 10 full days, 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 14 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.
- 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](#).

Asymptomatic Testing in schools

Testing remains voluntary but is strongly encouraged.

Primary schools:

Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries. Primary age pupils will not be tested with LFDs.

Refer to: [Mass asymptomatic testing: schools and colleges](#), [Rapid asymptomatic testing in specialist settings](#) and [Coronavirus \(COVID-19\) asymptomatic testing for staff in primary schools and nurseries](#). Separate Risk Assessments are available on the KAHSC website: [Lateral Flow Device \(LFD\) testing in Secondary/Special Schools](#) and [LFD testing in primary and maintained nursery 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

- Under current UK COVID-19 restrictions, travel, including abroad, is not permitted unless you have a legally permitted reason to do so. It is illegal to travel abroad for holidays and other leisure purposes.
- Staff will need to be available to work in school during term time. We will discuss leave arrangements with staff to inform workforce planning taking into account their individual contractual arrangements.
- There is a risk that where staff travel abroad for a legally permitted reason, their return travel arrangements could be disrupted due to COVID-19 restrictions and they may need to quarantine on their return. Refer to [how to self-isolate when you travel](#).
- 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.
- **[Cumbrian Schools]:** Whilst it remains a decision for individual schools, we will make all staff aware that the LA view is that if staff **must travel** 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.

The latest guidance on travel/quarantine can be accessed at [Coronavirus Covid-19 safer travel guidance for passengers](#), [How to quarantine when you arrive in England](#), [Coronavirus \(COVID-19\) testing before you travel to England](#), [Travel Corridors](#), [Booking and staying in a quarantine hotel when you arrive in England](#), [Coronavirus \(COVID-19\): red list travel ban countries](#).

3.8 New and Expectant Mothers

- Pregnant women are in the 'clinically vulnerable' category.
- In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.
- We will conduct a risk assessment for new and expectant mothers in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, will be included and managed as part of the general workplace risk assessment. We will take appropriate sensible action to reduce, remove or control the risks. As part of our risk assessment, we will consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.
- The [Royal College of Obstetrics and Gynaecology \(RCOG\)](#) guidance includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We will follow this advice and continue to monitor for future updates to it.
- All pregnant women will be advised take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.
- 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).

Refer to [Coronavirus \(COVID-19\): advice for pregnant employees](#), [RCOG FAQ's for pregnant women](#) and [COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice](#).

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](#) if PFA certificate requalification training is prevented for reasons associated directly with the coronavirus (COVID-19) pandemic, or by complying with related government advice, the validity of current certificates can be extended to 31/03/21 at the latest. This applies to certificates expiring on or after 01/10/20. 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. Practitioners will be strongly encouraged to use online resources to refresh their knowledge of Paediatric First Aid procedures if they need to extend their certificates while waiting to access face-to-face training. Providers such as St John Ambulance offer free online resources to support this.

- 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 & Intimate Care 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 & Intimate Care 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 **routine** 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.
- **If the site allows it, we will allocate different groups their own toilet blocks.** 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 a box/tray containing hand sanitiser, disposable cloths/roll, anti-bacterial spray, disposable gloves and aprons, spare bin liners, tissues and aqueous cream. *[amend as necessary]*

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.
- **Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.**
- **Maintaining distance or forming bubbles could be difficult in special settings, particularly given the need for staff to administer care support and provide therapies to the children and young people attending. However, the average number of pupils or students attending a special school or SPI is much lower than the average number in a mainstream school. This will help to limit the number of contacts for any individual.**
- We will ensure:
 - **the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls and toilets;**
 - **the provision of specialist teaching and therapies.**

- We will try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing ensuring this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.
- Whatever the size of the group, they will be kept apart from other groups where possible and we will encourage pupils to keep their distance within groups.
- We will try to limit interaction, sharing of rooms and social spaces between groups as much as 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 and try to minimise the number of interactions or changes wherever possible.
- 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, cycle or scoot to school where possible.
- Arrival and finish times will be staggered if necessary 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. We will inform parents of the processes we have in place for drop-off and collection, and in particular, will not allow gathering at the school gates.
- 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, comforters (EYFS only), sun/weather protection and mobile phones. Bags are allowed.

In the classroom

- There is no need for class sizes to be adjusted from the usual size.
- 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, but if adults can do this when circumstances allow that will help.
- 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, toys and equipment, will be used and shared within consistent groups, and cleaned regularly, along with all frequently touched surfaces.
- Resources that are shared between groups, such as sports, art and cooking equipment will be cleaned frequently and meticulously. When sharing equipment between different groups, we will either clean it before it is moved between groups or allow them to be left unused for a period of 48 hours (72 hours for plastics).
- 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 - see the [managing risk in play provision implementation guide](#).
- Outdoor playground equipment will be cleaned more frequently than normal. This also applies to resources used inside and outside by wraparound care and out-of-school 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 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).
- Try to use stairs in preference to lifts. Where lifts must be used (including platform lifts), we will lower their capacity to reduce congestion and contact at all times, and regularly clean touchpoints, such as doors and buttons. **[Delete if not applicable].**
- 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

- 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.

- 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.
- We will continue to provide meal options for all pupils who are in school. Meals will be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school.
- We will also continue to provide free school meal support to pupils who are eligible for benefits related free school meals and who are self-isolating and learning from home during term time by providing good quality lunch parcels. Refer to: [Providing school meals during the coronavirus \(COVID-19\) outbreak](#) and the separate [Model risk assessment for collecting/delivering lunch parcels to vulnerable families](#).

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).

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

- From 29/03/21, in line with the [COVID-19 Response - Spring 2021](#) out-of-school settings including sports provision and wraparound providers will be able to offer:
 - outdoor provision to all children, without restrictions on the purpose for which they may attend;
 - indoor provision to:
 - vulnerable children and young people under any circumstance;
 - children are eligible for free school meals and are attending as part of the DfE's holiday activities and food programme.
 - other children, where the provision is:
 - reasonably necessary to enable their parents and carers to work, search for work, undertake education or training, or attend a medical appointment or address a medical need, or attend a support group
 - being used by electively home educating parents as part of their existing arrangements for their child to receive a suitable full-time education
 - being used as part of their child's wider education and training - efforts to obtain a regulated qualification, meet the entry requirements for an education institution, or to undertake exams and assessments
- From 12/04/21 at the earliest (which will be confirmed as part of step 2 of the [COVID-19 Response - Spring 2021](#)) we should be able to all parents without any restrictions on the reasons for which their children may attend.
- Our 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 bubbles that they are in during the school day as far as possible.
- If provision is taking place indoors and it is not possible to maintain bubbles being used during the school day then we will use small, consistent groups of no more than 15 children and at least one member of staff, with the same children each time they attend. Further steps that can be taken to minimise the risk of mixing between children would include keeping children from the same school together or working with parents and carers to keep siblings from the same household together.

- From 29/03/21, activities taking place **outdoors** can happen in groups of any number. However, it remains important to minimise mixing between children. This can be achieved by taking steps to keep children in separate groups or 'bubbles' e.g. keeping children from the same school day bubble or school together or working with parents and carers to keep siblings from the same household together. Where we are operating larger groups (e.g. larger than 15) it will be even more important to implement these measures and try to keep children in consistent groups.
- We will review groups to minimise the amount of 'mixing' e.g. when new children register for our provision, we will determine whether they attend the same school or early years setting as other children in our setting and group them together if appropriate.
- To help review our groups, we will keep up-to-date records of the children attending our setting for at least 21 days. These records should include the school or early years setting that they attend and the specific groups and members of staff they have been assigned to in our setting.
- There may be instances where we cannot keep consistent groups, or we need to have smaller groups. Any decisions will be taken with full consideration of any welfare needs and safeguarding concerns.
- When caring for children:
 - under 5 years only - refer to the [Actions for Early years and childcare providers](#)
 - both under 5 years and aged 5 years and over, in mixed groups together, follow this guidance and keep children in small consistent groups.
- When operating provision for multiple groups of children throughout the day, we will allow enough change over time in between groups for cleaning, and to prevent children and parents or carers waiting in large groups. Multiple groups of 15 children (or more if the provision is outside) plus staff can use the same shared space if necessary, with distancing between the groups and adequate ventilation, although, different groups sharing the same space should be avoided where possible.
- We will advise parents to limit their use of multiple out-of-school settings providers they access, as far as possible; encourage them to seek assurance that the providers are carefully considering their own protective measures and send them the link to the [guidance for parents and carers](#).
- We will also work closely with any external wraparound/out-of-school providers.
- Toilets will be cleaned thoroughly using detergent and bleach. The frequency of cleaning required will depend on usage, however we expect toilet facilities to be cleaned at least twice a day, and in between use by different groups.
- Children will be encouraged to attend settings close to where they live or go to school. This should, ideally, be within walking or cycling distance.
- Some premises are only permitted to open for certain exempt activities up until 29/03/21. Closures applying from 29/03/21 can be found in [Covid-19 response: spring-2021](#).
- Where we operate our setting in a shared space, we will have regard to relevant guidance for operators of shared spaces, such as the guidance for [the safe use of multi-purpose community facilities](#) and for [places of worship](#). We will discuss the infection protection and control measures with the owner of the space.
- We will ensure we have enough staff available to meet the required ratios for our setting including at least one person with first aid training, at least one person with up-to-date DSL training (and a deputy DSL to cover if the DSL is unavailable) along with a caretaker or cleaning staff if available.
- We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that it is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures.
- In out of school settings, particular care will be taken to observe social distancing in the case of a sports setting because of the way in which people breathe more heavily and more rapidly during exercise.
- From 29/03/21 as set out in the [COVID-19 response – Spring 2021](#) guidance, all outdoor sports provision will be able to be accessed by all children without restriction on the purposes for which they may attend. However, restrictions on access to indoor provision will remain (see above on who can attend out-of-school settings and considering group sizes).
- 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. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.
- For team sports we must only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. [Coronavirus \(COVID-19\): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events](#). Competition between different schools should not take place. Refer also to [Sport England, Youth Sport Trust](#) and [AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context](#)

- We will follow the same protective measures as listed under 'Music, Dance and Drama' for these out-of-school activities and keep groups smaller than 15 when indoors (as above). – Section 3.26.
- Refer also to 'Lettings' in Section 3.29.

Refer to [Protective measures for out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)

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](#).

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 continue to be tested even if the building is completely closed. 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.
- **We will ensure** 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 – **particularly important where staff are required to self-isolate**.
- 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 continually monitor compliance with the above as well as during/following fire drills.
 - 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.
- 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, and, where possible to do so, maintain social distancing.
- We will, along with the LA and health partners (where applicable), work with families to co-produce arrangements for delivering all therapies and support that would normally be in place for children with EHC plans. There may be times when it becomes more difficult to do so than usual, particularly if children are isolating.
- Decisions will be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child, avoiding a 'one size fits all' approach. The statutory duties and timescales remain in place for EHC needs assessments and reviews. At all times it is important that these continue to ensure that the child, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way. It is important that we co-operate in supporting timely consultations and in providing families with advice and information where requested.

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 provide virtual tours for prospective parents and carers wherever possible. *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 ensure:
 - 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:

In-person visits from parents and carers can take place if they are necessary but we will make use of remote visits wherever possible. We will work with parents and carers to ensure they still have visibility of the childcare environment during this time, including through the use of remote visits, pictures and phone calls

[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

- It is a legal requirement that support groups and parent and child groups must be organised by a business, a charitable, benevolent or philanthropic institution, or a public body, and must only be held in places that are permitted to be open and not in private dwellings.
- Groups must have no more than 15 attendees. Children under five and someone who is working as part of the group, such as a group leader, are not counted in the number.
- Support groups, such as for breastfeeding, postnatal, and baby and toddler groups, for the provision of support for parents, carers and their children, that are necessary to deliver in person, can continue to take place. This does not typically permit support groups focused on social or development activities, such as singalong or art classes.
- From 29/03/21, parent and child groups, for the benefit of children aged under five years, can take place outdoors.
- Step two to easing national restrictions will take place no earlier than 12/04/21. Step two includes allowing parent and child groups, for the benefit of children under 5 years of age, to restart indoors.
- It is important for group leaders to ensure:
 - a risk assessment is completed prior to groups and activities taking place;
 - social distancing between adults who do not live together and who are not in the same support or childcare bubble;
 - everyone maintains good hand hygiene. Participants should clean their hands as they arrive and as they leave
 - adults wear face coverings should be worn by both staff and adult visitors where social distancing between adults is not possible e.g. when moving around in corridors and communal areas;
 - groups and activities take place separately to areas being used at the same time by registered children attending an Ofsted registered setting;
 - where permitted to be held indoors, the areas used are well ventilated (see the section on ventilation);
 - where singing takes place, the guidance in the music, dance and drama section is followed;
 - any rooms used by these groups are cleaned after each use;
 - a record of all visitors to the setting is kept - [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 and normal legal requirements will apply.

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

We will continue to provide meal options for all pupils who are in school. Meals will be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school. We will also continue to provide free school meal support to pupils who are eligible for benefits related free school meals and who are self-isolating and learning from home during term time – refer to 'Break & Lunch Times' under 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.

We will assess the ability to clean equipment used in the delivery of therapies, e.g. physiotherapy equipment or sensory equipment and determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either restricted to one user or left unused for a period of 48 hours (72 hours for plastics) between use by different individuals.

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.
- The majority of staff will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:
 - where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of 2m cannot be maintained
 - where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used – disposable apron and disposable gloves.
- Where the individual staff or child risk assessment indicates more controls are necessary i.e. if a child habitually spits, **eye protection will be worn**. 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](#)

- 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 **when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.**
- 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 **to support them to access education successfully.**
- 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 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. **Staff will be encouraged to bring a spare face covering to wear if their face covering becomes damp during the day.**
- 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. **Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can be worn.**
- 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 along with indoor transport hubs, taxis & private hire vehicles (*see [exemptions](#) above*).
- Refer also to 'Arriving at and leaving school' (Section 3.13) and 'Transport' (Section 3.27).

[Primary Schools & educational settings teaching Year 6 & below]:

- **Face coverings should be worn by staff and adult visitors in situations where social distancing is not possible between adults e.g. when moving around in corridors and communal areas.**
- **Children in early years settings and primary schools do not need to wear a face covering.**

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

PRIMARY SCHOOLS: We will follow the CLEAPSS guidance: [P110 Practical activities in a bubble](#), [P104 - Managing hands on activities in schools implementing 2m distancing](#) and [P112 - Practical activities suitable for home learning and children in partially open schools](#) 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 – this equally applies during periods of National Lockdown. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.

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. However, outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows, distancing between pupils and paying

scrupulous attention to cleaning and hygiene. External facilities can also be used by schools in line with government guidance for the use of, and travel to and from, those facilities.

For team sports we must only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. [Coronavirus \(COVID-19\): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events](#).

From 29/03/21, outdoor competition between different schools can take place. Indoor competition between different schools should not take place until wider grassroots sport for under 18s is permitted. This will be no earlier than 12/04/21 and Government will confirm this in due course.

We will follow the Guidance outlined in [Coronavirus \(COVID-19\): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events](#), [Working safely during coronavirus \(COVID-19\): Providers of grassroots sport and sport facilities](#), [Sport England](#) for grassroots sport, [Youth Sport Trust](#), [AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context](#) and 'frequently asked questions' for PE staff, [Swim England](#) and [Guidance on using changing rooms and showers safely](#).

- Pupils should be kept in class groups or bubbles 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.

Use of external facilities

- Some premises are only permitted to open for certain exempt activities up until 29/03/21. Closures applying from 29/03/21 can be found in [Covid-19 response: spring-2021](#).
- Where we use these facilities as part of our normal provision, we will negotiate appropriate access with the facility concerned.

Extra-curricular activities

For out of school activities/sports provision, refer to refer to Section 3.14.

3.26 Music, Dance and Drama

- We will continue teaching music, dance and drama as part of the school curriculum. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.
- [EYFS]: The following guidance relates to organised group activity, not to spontaneous singing, dance and role-play that young children may naturally do, and should be encouraged to do, by early years practitioners.
- Singing, wind and brass instrument playing can be undertaken in line with [Working safely during coronavirus \(COVID-19\) for performing arts](#).
- 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

We will **NOT** host performances with an audience but will consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. The intention is that this will be permitted from Step 3 of the Roadmap (no earlier than 17/05/21 although this is subject to review and further guidance will follow).

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.

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. Refer to [COVID-19: suggested principles of safer singing](#).
- If indoors, we will consider limiting the numbers in relation to the space and 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 **continue** 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**.

3.27 Transport

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. Transport services to education settings should continue to be provided.

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. **Drivers and passenger assistants should wear a face covering but will not normally require PPE even if they are not able to maintain a distance from the children and young people on the transport. However, where the care and interventions that a child or young person ordinarily receives on home to school transport requires the use of PPE, that should continue as usual. Distancing is maximised and mixing of groups is minimised where possible and practical.**

For further details, refer to KAHSC [Home to school transport during the Covid-19 pandemic Risk Assessment](#), 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](#).

3.28 Educational Visits

- **In line with current COVID-19 restrictions**, the Government continue to advise against undertaking all educational visits.
- **Dates in the Government's Roadmap are indicative and subject to change. Advice will be updated in line with the roadmap.**

- Refer to the [health and safety guidance on educational visits](#) when considering visits.

Educational day visits

- In line with the roadmap, should step 2 commence as planned, schools can resume educational day visits no earlier than 12/04/21.
- Any educational day visits must be conducted in line with relevant COVID-19 secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.
- We must undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, we will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues.

Domestic residential educational visits

- In line with the roadmap, the Government advise against domestic residential educational visits until at least step 3, no earlier than 17/05/21.
- When domestic residential educational visits for schools are permitted, we may use out-of-school settings such as outdoor education centres, to undertake these visits.

Existing bookings

- Should step 3 commence as planned, we may undertake domestic residential education visits, that are already booked, no earlier than 17/05/21.
- Any domestic residential educational visits must be conducted in line with relevant COVID-19 secure guidance and regulations in place at that time.

New bookings

- We may begin planning for new domestic residential educational visits to take place. Should step 3 commence as planned, new visits will be possible from and no earlier than 17/05/21.
- We will not to enter into any new financial or contractual commitments at this stage. This advice will remain under review and updated at the earliest opportunity.
- Any new domestic residential educational visits must be conducted in line with relevant COVID-19 secure guidance and regulations in place at that time.
- The Government is working with Public Health England and the sector on what COVID-19 secure residential visits will look like at step 3, and further advice will follow.

International visits

- The Global Travel Taskforce has been commissioned to set out how to facilitate a return to international travel as soon as possible while managing the risk from imported variants of concern. It is due to report on 12/04/21. This advice will be updated following the publication of the report.

Credit notes

- Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational international visits.

The Government recognise the gap created by the COVID-19 pandemic in the commercial insurance market relating to COVID-19 travel cancellation insurance and are with HM Treasury to explore the possibility of addressing that gap and putting in place a coronavirus (COVID-19) restricted **indemnity** (more details to follow) that will give schools cover against coronavirus (COVID-19) travel cancellations in the future and allow schools to book new visits with confidence.

Refer to the Association of British Insurers (ABI) [travel insurance implications](#). If we have any further questions about our cover or need further reassurance, contact our travel insurance provider.

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?

Where we hire out our premises for use by external wraparound childcare providers, such as after-school or holiday clubs, we will ensure these organisations have considered the relevant government guidance for their sector and put in place protective measures. Refer to [Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#).

We will check that each organiser has their own suitable Covid-19 risk assessment in place which we are satisfied with.

- The new [NHS Test and Trace App](#) has a check-in feature which enables a venue to register for an official NHS QR code and allows users to 'check-in' to participating venues on their app by scanning that code. However, Schools are **NOT** expected to create NHS QR code posters for their normal day to day operations.
- NHS QR posters will be considered in the following circumstances:
 - schools that host an event with external guests on the premises, such as a nativity or student art show – depending on the registration arrangements in place, NHS QR check-in would be for people visiting rather than students and staff in these contexts;
 - if the premises are let out during evenings, weekends or holidays to external providers;
 - if a setting thinks that use of NHS QR codes and the app is more effective than their existing process for recording external visitors and providing those visitors' details to NHS Test and Trace in the event of a positive case at the setting.
- If needed, schools can create [NHS QR code posters online for free](#).

Refer also to 'NHS Test & Trace App' in Section 3.7.

3.30 Contingency Planning and Remote Education

Schools affected by the [Remote Education Temporary Continuity Direction](#) are still required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19). This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield. All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.

Where secondary schools are operating a phased return of pupils in the week commencing 08/03/21 to allow for testing that week, we will provide remote education for all pupils not yet expected to attend on-site.

Independent Schools (not including academies) are not all covered by the remote education temporary continuity direction. However, they are still expected to meet the [Independent School Standards](#) in full at all times. This includes the requirement to meet all of the education requirements set out in part 1 of the Independent School Standards.

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

We will continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, we may be asked to revise our delivery models for a short period of time – refer to the [Contingency framework: education and childcare settings](#).

Remote education expectations

- Remote education should be equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
 - KS1: 3 hours a day, on average, across the school cohort, with less for younger children;
 - KS2: 4 hours a day;
 - KS3 & 4: 5 hours a day.
- Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content.
- In developing remote education, we will:
 - 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 so that pupils can progress through the school's curriculum;
 - select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If we do not have an education platform in place, we can access free support at [Get help with technology for remote education during coronavirus \(Covid-19\)](#);
 - overcome barriers to digital access for pupils by:
 - distributing school-owned laptops accompanied by a user agreement or contract;
 - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
 - have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern;
 - identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.
- When teaching pupils remotely, we will:
 - set meaningful and ambitious work each day in a number of different subjects;
 - consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources;
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion;
 - providing scaffolded practice and opportunities to apply new knowledge;
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate;
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge;
 - avoiding an over-reliance on long-term projects or internet research activities.
- 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.
- Younger children in KS1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Digital means will not therefore be solely used to teach these pupils remotely.
- We have published information for pupils, parents and carers about our remote education provision on our website ([see optional template](#)).
- Schools and families can request free mobile data increases for students without broadband and/or who can't afford extra data for their device during lockdown. Three, Smarty, Virgin Mobile, EE, Tesco Mobile, O2, Vodaphone and Sky Mobile are all taking part in the scheme. Refer to [data increase initiative for children](#).
- If speaking to families whose children are struggling to access online learning because they don't have a device at home, a quick fix is available to those with PlayStation or Xbox game consoles. All recent PlayStations and Xbox games consoles have just about everything required to act like a computer: an internet connection, ports for connecting keyboards and mice, and even web browsers. We will share this with families as appropriate. Full instructions can be found on the TES website: [how to use Xbox or PlayStation for online learning](#).

Special educational needs

- We will recognise that some pupils with SEND may not be able to access remote education without adult support, so we will work collaboratively with families, putting in place reasonable adjustments as necessary, so

that pupils with SEND can successfully access remote education alongside their peers and we can deliver an ambitious curriculum appropriate for their level of need. Refer to [supporting pupils and students 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.

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 during Coronavirus \(Covid-19\)](#)
- [Adapting teaching practice for remote education](#)
- [Resources to support schools in delivering remote education](#)
- [Review your remote education provision](#)
- [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](#) and [live remote lessons](#)
- 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](#)
- [PSHE Association: Checklist for choosing safe PSHE education/RSHE home learning resources](#)

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