

# Recovery Plan and Risk Assessment



## Overarching Guidance for all staff:

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- 1) minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- 2) cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands and wrists are covered
- 3) ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- 4) cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- 5) minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

## Staff Principles

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing your manager) and access a test as soon as possible.
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach...
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationary).
10. Keep your classroom door and windows open if possible, for air flow.

11. Limit the number of children from your class using the toilet at any one time.
12. **Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.**
13. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

Aspect	Measures to Implement	DfE Guidance	Notes	Risk
<b>Staffing including communication</b>	<ul style="list-style-type: none"> <li>▪ Red amber green RA to be carried out with staff again to ensure their mental and physical health is taken into account.</li> <li>▪ Personalised support packages and interventions for staff if required.</li> <li>▪ Staffing rota to ensure staff are only present in school when they need to be in school.</li> <li>▪ Home working is carried out where possible if person cannot work in school. (A home working risk assessment will be carried out first and reviewed regularly)</li> <li>▪ Admin teams: No more than 2 people in the office at one time. Measures put in place to limit contact with other adults.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</li> </ul>		L
<b>Staffing Rotas</b>	<ul style="list-style-type: none"> <li>▪ Staff assigned to different 'Bubbles' of pupils to remain the same for the duration of the term or teaching timetable.</li> <li>▪ Bubbles. Organised to reduced mixing of bubbles</li> <li>▪ External whole class Music lessons will not commence until Spring Term</li> <li>▪ SEND support services meetings via telephone or electronic means where possible</li> <li>▪ Staff restrictions in high risk areas eg photocopier, staff room in place and staggered breaks to decrease number of staff requiring toilet/staff room etc at any one time</li> <li>▪ TA timetable organised to minimise invasion of bubbles</li> </ul>	<p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> <li>▪ ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</li> <li>▪ ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days</li> </ul>		M
<b>Pupils</b>	<ul style="list-style-type: none"> <li>▪ Grouping of pupils will be in year groups</li> <li>▪ Entire staff to be split as below. Two for each year group to enter the school via entrances and have a staggered timetable to reduce the</li> </ul>	<p>As part of the response to coronavirus (COVID-19), educational settings have been asked to continue to provide care for a limited number of children and young people:</p> <ul style="list-style-type: none"> <li>• those who are vulnerable</li> </ul>		L

	<p>number of people moving around school grounds at any one time</p> <ul style="list-style-type: none"> <li>▪ Classes to have staggered breaks and allocated areas for break time</li> </ul>	<ul style="list-style-type: none"> <li>• those whose parents/carers are critical to the coronavirus (COVID-19) response.</li> </ul> <p>The government encourages vulnerable children and young people to attend educational settings unless they have underlying health conditions that put them at severe risk. During the coronavirus (COVID-19) outbreak, for the purposes of continued attendance at educational settings, vulnerable children and young people are defined as those who:</p> <ul style="list-style-type: none"> <li>• Are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child</li> <li>• Have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment</li> <li>• Have been assessed as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children’s social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion</li> </ul> <p>Children and young people who are considered <a href="#">extremely clinically vulnerable and shielding</a> should continue to shield and should not be expected to attend.</p> <p>Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A minority of children will fall into this category, and parents should follow medical advice if their child is in this category.</p> <p>Children and young people who live in a household with someone who is <a href="#">extremely clinically vulnerable and shielding</a> should only attend if stringent social distancing can be adhered to and the child or young person is able to understand and follow those instructions.</p> <p>Children and young people who live with someone who is clinically vulnerable (but not extremely clinically vulnerable) as defined in the <a href="#">social distancing guidance</a> and including those who are pregnant, can attend.</p>		
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<b>Behaviour Policy</b>	<ul style="list-style-type: none"> <li>▪ Children will be expected to follow the school's updated behaviour policy. If they disobey the strict rules on social distancing and or hygiene routines, then the leadership team may ring parents and that pupil may be sent home.</li> <li>▪ Children are not to be inside the building alone during break time or during lunch time unless they have requested the toilet.</li> <li>▪ The children will use their Bubble's allocated toilet to reduce the number of children using each toilet area. They will go to the toilet via their classroom. Strict rules will be in place regarding asking to use the toilet and only 1 child from each bubble will be allowed to go to the toilet at a time to reduce the number of children in the area.</li> <li>▪ See appendix to the Good Behaviour policy for St Anne's.</li> </ul>	<p>In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.</p> <p>Areas schools may wish to add to their behaviour policy are:</p> <ul style="list-style-type: none"> <li>• following any altered routines for arrival or departure</li> <li>• following school instructions on hygiene, such as handwashing and sanitising</li> <li>• following instructions on who pupils can socialise with at school</li> <li>• moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)</li> <li>• expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands</li> <li>• tell an adult if you are experiencing symptoms of coronavirus</li> <li>• rules about sharing any equipment or other items including drinking bottles</li> <li>• amended expectations about breaks or play times, including where children may or may not play</li> <li>• use of toilets</li> <li>• clear rules about coughing or spitting at or towards any other person</li> <li>• clear rules for pupils at home about conduct in relation to remote education</li> <li>• rewards and sanction system where appropriate</li> </ul> <p>Identify any reasonable adjustments that need to be made for students with more challenging behaviour.</p>	M
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**Actions**

- Sort groups for different year groups- cross reference with class teachers
- **Parents to be reminded about daily washing of the uniform**
- **Ensure staff know the expectation to now dress professionally sports type clothing advised with school sweatshirt if required.**
- **Bring in water bottles and disposable sandwich bags.**
- **Pencil cases to be supplied by school**
- **Children to wear PE kit to school on days they have PE.**

<p><b>PPE</b></p>	<ul style="list-style-type: none"> <li>▪ Facial coverings will be worn by staff in shared areas such as corridors/ hall and entering other bubbles. If staff cannot maintain 2m distance from others, a face mask will be worn.</li> <li>▪ Facial coverings and/or visor will be worn when working with 1:1 or small groups of children for 10 minutes or more.</li> <li>▪ All parents are asked to wear facial coverings on the school site.</li> <li>▪ All staff covering classes will be asked to wear facial covering and/or visor if they cannot guarantee 2m distance. This is pertinent to PPA cover, supply teaching.</li> <li>▪ <b>Teacher should not wear gloves</b> or delivering any First Aid <b>unless directed to do so in medical emergencies.</b></li> <li>▪ Staff have had training about safe removal and application of PPE masks and other equipment.</li> <li>▪ Information given about how to dispose of used PPE and safe administration of first aid during COVID19 restrictions.</li> <li>▪ Contenance issues and soiling should be dealt with staff in appropriate PPE if occasional. If a child has major issues full individual RA to be undertaken in consultation with parents and SENCO and decision made regarding the safest way forward.</li> <li>▪ Kitchen servery area not to be entered by staff or pupils. All meals to be served on mini –trays for the seven weeks.</li> <li>▪ Y3 - 6 will come and collect their dinner from the dinner hatch and take back to their classroom.</li> <li>▪ Reception, Year 1 and Year 2 to eat in hall but kept separate from each other so they do not mix (staggered times)</li> <li>▪ The snack bar will be open for pre paid orders only to reduce money being handled. The snacks will be delivered to the classrooms by the Kitchen staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.</li> <li>▪ only needed in a very small number of cases including:</li> <li>▪ children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>▪ if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</li> <li>▪ Area needs to be thoroughly disinfected once covid case has left and waste double bagged, left for 72 hours before disposal via normal waste. Public areas/areas of low transmission clean in normal manner</li> </ul>	<p>Doctor explained that transmission rates for children under Year 5 were lower and therefore a facial covering was not needed. Also, that younger children do not have the discipline to comply. Reception pupils a third less likely to contract the virus and no evidence of primary pupils giving it to adults.</p>	<p><b>L</b></p>
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**Actions**

<ul style="list-style-type: none"> <li>▪ <b>Make sure we recommend to parents for year 6 that they wear a face mask during close contact with pupils or teachers in classroom area. Parents to supply if they wish</b></li> <li>▪ <b>RA updated in August based on latest guidance on face masks. If recommended then school to provide masks Bubble First Aid boxes</b></li> <li>▪ <b>Supplies of hand gel and PPE to be checked and re-ordered prior to the start of term and then weekly.</b></li> </ul>				
<b>Bubble Size and Groups</b>	<ul style="list-style-type: none"> <li>▪ <b>No more than 30 in one class Bubble p-exception 31 in Year 6</b></li> <li>▪ <b>Social distancing applies to Staff to the ith desks (forward facing) and pupil movement around the building at all times.</b></li> <li>▪ <b>Staff timetables for use of kitchen facilities in place and staff given specific areas to sit.</b></li> <li>▪ <b>Staff ratios for EYFS remain.</b></li> <li>▪ <b>Bubbles should remain apart from each other for the entire day.</b></li> <li>▪ One way system remains in place for parents and children entering or leaving the site</li> </ul>	<ul style="list-style-type: none"> <li>▪ For primary schools, classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Vulnerable children and children of key workers in other year groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible.</li> </ul>	<b>Question: What about class sizes of 30+?</b>	<b>L</b>
<b>Actions</b> <ul style="list-style-type: none"> <li>▪ <b>Turn each classroom forward facing o classes will be available regardless of numbers (e.g. if less than 15 these will be split into their Pods). where possible in area outside Year 1/EYFS or the Hall where possible</b></li> <li>▪ <b>All soft furnishings to remain out of the classrooms</b></li> <li>▪ <b>Consideration given to cleaning other toys – if too difficult to clean thoroughly the toy should not be used in Autumn term</b></li> </ul>				
<b>'Classroom Bubbles'</b>	<ul style="list-style-type: none"> <li>▪ Children will not mix with other Bubbles</li> <li>▪ Teachers will not mix with other Bubbles and will be timetabled to be in a designated Bubble as much as is possible.</li> <li>▪ Playtimes and lunch times will be with one designated midday/Teaching Assistant who serves and watches the children.</li> <li>▪ Lunchtimes are staggered and break times will be planned by SMT to ensure they are staggered</li> <li>▪ Middays allocated to specific classes to enable track and trace if required</li> <li>▪ Class split into several designated areas. The timetable with clearly indicate where groups will go if the field is not in use and what will happen in the case of wet play</li> <li>▪ A contingency plan is in place for each Bubble in case of staff sickness (non covid)</li> </ul>	<p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> <li>▪ Ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</li> <li>▪ Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff</li> <li>▪ Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days</li> </ul>	<p>Collection and drop off points need to be carefully considered.</p> <p>Staffing and support staffing of bubbles needs to be monitored daily and records kept</p> <p>All staff need to know the staffing plan and contingency plans and be kept informed of changes</p> <p>Plan of designated play areas to be displayed on classroom windows</p>	<b>M</b>

	<ul style="list-style-type: none"> <li>All staff and visitor interaction with Bubbles will be noted to enable track and trace</li> </ul>			
<ul style="list-style-type: none"> <li>Actions</li> <li><b>SMT to provide plans and staffing to be checked before the start of term and then weekly and renewed as required to indicate s and parent areas –</b></li> <li></li> </ul>				
<b>Physical Building</b>	<ul style="list-style-type: none"> <li>One child per desk. Desks will have 2 children at each table facing forward.</li> <li>Desks to be moved 2m apart and further where possible. Desks to face in the same direction to ensure pupils are not facing each other</li> <li>Teacher to remain at the front of class wherever possible</li> <li>Children to remain in their seats as much as possible</li> <li>Spaces for the teacher to be created behind the desks for teachers to move about.</li> <li>Teacher to support if required, from behind where possible</li> <li>Staff try to avoid breathing in air above a child where possible</li> <li>Corridors to be marked with masking tape for pupils to follow.</li> <li>All furniture not being used is to be stored and moved to another empty classroom or space, including soft furnishings which cannot be cleaned.</li> <li>Ventilation to be maximised eg by opening doors (but being aware of fire safety restrictions and safeguarding) and opening windows</li> <li>Coats and belongings to be put in lockers but staff to organise access to lockers to ensure 1m+ maintained by the children when accessing lockers</li> <li>Children discouraged from bringing anything from home that is unnecessary. Only a water bottle and coat will be required with a lunch box if necessary. No rucksacks or book bags.</li> <li>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> </ul>	<ul style="list-style-type: none"> <li>Desks should be spaced as far apart as possible.</li> <li>Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days</li> </ul>	<p>2m perimeter from front back and side of desk marked out with tape?</p> <ul style="list-style-type: none"> <li>Staff make a plan for how children will socially distance when accessing the lockers in their classroom</li> </ul>	<p>M</p>

<ul style="list-style-type: none"> <li>▪ Classroom spaces should be accessed from a singular entrance and preferably, directly from outside if possible.</li> <li>▪ One way circulation to be implemented for corridors.</li> <li>▪ All windows to be opened first thing in morning and left open throughout the day</li> <li>▪ Fire Assembly point poster updated and disseminated to staff Reception pod to assembly on field by trim Trail – all pupils must line up two metres apart</li> <li>▪ Fire Drill practise to take place in during week beginning 7<sup>th</sup> September.</li> <li>▪ SMT to plan further drills as required</li> <li>▪ All classes to be allocated a specific toilet to use to reduce Bubble contamination</li> <li>▪ Systems in place to ensure that as few people as possible are in the toilets at any one time</li> <li>▪ Increased cleaning of all areas (see cleaning schedule) to reduce transmission rates of all illnesses</li> <li>▪ All furniture that can be removed from corridors removed to ensure corridor as wide as is possible.</li> </ul> <p><b>School Office</b></p> <ul style="list-style-type: none"> <li>▪ Staff other than the office staff are not to enter the Office Area</li> <li>▪ If staff need to talk to office staff, they use the window.</li> <li>▪ All phone calls where possible to be made by the office staff or Head Teacher. If staff use the school office phones they should clean down the area and phone with disinfectant afterwards</li> <li>▪ No parents will be allowed to enter the school site including the office</li> <li>▪ Parents encouraged to use electronic communication rather than visiting the office</li> <li>▪ Parent/Teacher meetings to be conducted by phone or zoom with a second member of staff present for safeguarding reasons</li> </ul>	<ul style="list-style-type: none"> <li>▪ for exercise and breaks</li> <li>▪ for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff</li> <li>▪ although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> </ul>		
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	<ul style="list-style-type: none"> <li>▪ Documentation from school to home to be electronic where possible and vice versa</li> <li>▪ Staff use of the photocopier should be minimal – Office staff to photocopy where possible. If staff do photocopy they should clean the copier after use and clean their hands before returning to their Bubble</li> </ul> <p><b><u>Staff room</u></b></p> <ul style="list-style-type: none"> <li>▪ Maximum of 3 people in the staff room at any time – this includes prep area and seating area</li> <li>▪ Enhanced cleaning schedule to be in place</li> <li>▪ Staff must not leave high risk items eg plates cups or cutlery that they have handled or used for eating/drinking around in the staff room, which increases transmission chances between staff. Put in dishwasher to be washed.</li> <li>▪ Staff to wipe down any surfaces, handles etc that they have touched before leaving the staff room.</li> </ul> <p><b>Reception classroom- Changes.</b></p> <ul style="list-style-type: none"> <li>▪ Remove all non-essential objects.</li> <li>▪ Ensure physical spaces allows for 15 pupils to sit</li> <li>▪ Outside area segregated to prevent cross contamination between Reception and Year 1</li> <li>▪ Outside area kept clear of debris and any unnecessary toys/equipment</li> <li>▪ Toys/equipment are not to be shared between Reception and Year 1 unless thorough disinfectant cleaning takes place in between on carpet area 2m apart.</li> </ul> <p><b>Classroom Spaces</b></p> <ul style="list-style-type: none"> <li>▪ <b>Hall</b></li> <li>▪ Everyone to use hand sanitiser before entering the hall and when leaving the hall</li> <li>▪ Hall to be used as a TA support area. TAs to ensure tables cleaned after use. TA is not to sit at the table with the group and Children should</li> </ul>	<p>Plan parents’ drop-off and pick-up protocols that minimise adult to adult contact</p>	<p>SMT ensure that Mid days are suitably trained in reducing contamination risks and on donning and doffing PPE when it is required Consider how many pupils can be catered for in the hall.</p> <ul style="list-style-type: none"> <li>▪</li> </ul>	
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	<p>not be sat opposite each other TAs use portable whiteboards for demonstration purposes and avoid close contact with pupils where possible.</p> <ul style="list-style-type: none"> <li>▪ At lunch time Reception and Year 1 to use the hall. Children are not to be sat opposite each other. Meals planned to avoid the need for Mid Days to help with cutting food. Mid Days to avoid being closer than 1m to pupils where possible. Mid days avoid touching cutlery and cups used by the children where possible as these are high risk items – pupils should be asked to clear their lunch trays and cups themselves. Bubble go outside and if wet to the covered areas outside.</li> <li>▪ Timetables in place for covered areas to ensure that cleaners have adequate time to clean classrooms and toilets. <b>Classrooms</b> – only to be used by the class bubble, who should sanitise their hands before entering and when leaving the room</li> <li>▪ Tables to be cleaned by cleaning staff or volunteers after eating Children must leave the bubble for at least 15 minutes for cleaning staff and volunteers to clean the room.</li> </ul> <p><b>Staff office</b></p> <ul style="list-style-type: none"> <li>• No more than two staff to work at the desks at a time</li> <li>• Staff to leave the desk clear at the end of their work period</li> <li>• Staff to wipe down the desk area with disinfectant wipes.</li> <li>• Door to be wedged open at all times to improve ventilation as no windows</li> <li>• No more than 2 people to use the office area at a time</li> </ul> <p><b>Outdoor Space</b></p> <ul style="list-style-type: none"> <li>▪ <b>8 Different areas</b> allocated <b>for each class.</b></li> </ul>			
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	<ul style="list-style-type: none"> <li>▪ Where lessons and weather permit, learning is to take place outside, teachers should use outdoor education wherever possible.</li> <li>▪ Children are not to enter the building alone during break time unless for the toilet. After toileting they must go straight back outside.</li> <li>▪ Site manager to undertake the usual grounds checks daily</li> </ul> <p><b>Security</b></p> <ul style="list-style-type: none"> <li>▪ Site gates to be locked each morning and remain locked throughout day.</li> <li>▪ Car Park entrance restricted to staff and essential visitors who will be admitted by using the intercom with the office.</li> <li>▪ Nursery staff to open and lock the two side front gates</li> <li>▪ Nursery to continue to use the Zebra crossing area as a waiting zone for admittance to Nursery and children admitted by phoning the Nursery staff</li> </ul> <p><b>Signage</b></p> <ul style="list-style-type: none"> <li>▪ Signage for movement around external building for parents in place</li> <li>▪ Use tape on floor to demarcate areas inside and walkways.</li> <li>▪ Ensure toilets have washing hands posters.</li> <li>▪ Distance reminders in and outside of school checked and renewed as necessary.</li> </ul>			
<b>Teaching, Learning and Curriculum</b>	<ul style="list-style-type: none"> <li>▪ Lessons and activities will be decided by senior leaders. Mental Health survey, The Recovery curriculum will include a focus on 'resilience and helping the children to develop a 'sense of unity' again during the initial planning phase The feed forward policy where required</li> <li>▪ Assessment, both written and verbal from staff will inform the use of the extra 'catch up' funding from the Government. The Teachers and SMT will try to ensure that as many children as need it benefit from the funding, whilst</li> </ul>	<p>refresh the timetable:</p> <ul style="list-style-type: none"> <li>• decide which lessons or activities will be delivered</li> <li>• consider which lessons or classroom activities could take place outdoors</li> </ul>	<p>Expectations on Parent/Child mental Health surveys to be disseminated staff feedback should be minimal due to current situation.</p>	L

balancing this with ensuring that enough money is spent per pupil to ensure that there is an impact

**Music**

- Music lessons with Love Music trust to commence in January depending on the guidance at that point
- Singing in the classroom to be minimised – sing outside whenever possible
- Percussion instruments used to teach music curriculum should be either sterilised before another person uses it or isolated for at least 72hours before re-use
- Children should sanitise their hands before using instruments
- No choir or ensembles before the end of Autumn 1 when the guidance will be reviewed

**Food Technology Lessons**

- These should only take place if each child can have a full set of personal equipment and the made product will remain with them eg making and designing a sandwich
- Children or staff should not share product that they have made
- Staff should have level 1 Food Hygiene certificate before teaching food technology
- The lesson should be organised to minimise pupil and staff movement around the classroom and to try to maintain 1m+ distancing between pupil and between pupils and staff
- Pupils should not bring food in from home for food technology lessons
- Food prepared should be eaten in school by the pupil who made it
- This guidance should be updated as new guidance is published by the DFE

	<p><b><u>Practical lessons eg Science, art, D&amp;T</u></b></p> <ul style="list-style-type: none"> <li>▪ Pupils should be discouraged from bringing items from home for curriculum projects. If they are brought in they should be bagged and left to decontaminate for a minimum of 72 hours before use</li> <li>▪ The lesson should be organised to minimise pupil and staff movement around the classroom and to try to maintain 1m+ distancing between pupil and between pupils and staff</li> <li>▪ Finished products should be kept in school</li> <li>▪ The lesson should be planned to minimise the sharing of equipment</li> <li>▪ Staff should share their planning when using school shared resources to ensure that other Bubbles will not use the same resources within 72 hours.</li> </ul> <p><b><u>Assemblies/Collective worship</u></b></p> <ul style="list-style-type: none"> <li>▪ Collective worship to take place daily in classrooms</li> <li>▪ No whole school masses during Autumn 1</li> <li>▪ Pre-recorded or Zoom collective worships will be shared to enable whole school assemblies/Collective worship</li> <li>▪ In the classroom staff need to plan carefully when using shared collective worship resources eg pebbles, prayer cards to ensure that they are either not used by another child for at least 72 hours or that they are cleaned between use by different pupils or the staff.</li> </ul>			
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>▪ <b>Staff meeting to discuss the curriculum in September</b></li> <li>▪ <b>SLT to consult with staff regarding the progress and effectiveness of the curriculum in place and changes made as required</b></li> <li>▪ <b>SLT will be consider the most appropriate spending of extra funding following discussion with staff focusing on their assessment once the logistics have been finalised.</b></li> </ul>				
<p><b>Social Distancing</b></p>	<ul style="list-style-type: none"> <li>▪ Physical contact such as handshakes and hugs should be avoided between adults</li> <li>▪ Staff, pupils and adults on site should endeavour to stay 2m apart where possible.</li> </ul>			<p>M</p>

	<ul style="list-style-type: none"> <li>▪ Staff to wear masks in shared areas and whilst moving around the school.</li> <li>▪ Staff to wear masks outside whilst guiding parents in and around the site.</li> <li>▪ Staff to wear masks/ visor if in close contact with children in a small group or 1:1 situation for more than 10 minutes.</li> <li>▪ Strict adherence to this policy will be monitored.</li> <li>▪ Room occupancy limits in place where required eg staff room, photocopy area, the school Office, Staff Office</li> </ul>			
<b>Timetable for Day</b>	<ul style="list-style-type: none"> <li>▪ Class groups to have designated drop off and collection times that will be enforced. Arrangements in place for siblings.</li> <li>▪ Hygiene rules at the start and end of day.</li> <li>▪ Class groups will have staggered break times and lunch times.</li> <li>▪ Enhanced cleaning regime in place to ensure desks are cleaned ready for working on after eating in the classroom and prevent contamination and disease from food debris</li> <li>▪ Classroom floors thoroughly cleaned daily</li> </ul> <p>Possible</p> <ul style="list-style-type: none"> <li>▪ 8.30-9.15- Parents handover and initial hygiene routine and registration</li> <li>9.15-10.15- Lesson1</li> <li>10.15.-10.45- playtime</li> <li>10.45-11.00- hygiene routine</li> <li>11.00-12.00- Lesson 2</li> <li>12.00-.100 lunch</li> <li>1.00.1.15- hygiene routine and registration</li> <li>1.15-2.45- Lesson 3</li> <li>2.45-3.00 hygiene and procession collection</li> <li>3.00-3.15- Release of pupils.</li> </ul> <ul style="list-style-type: none"> <li>▪ Children to stay in designated zones outdoors.</li> </ul>	<p>Reduce mixing within education or childcare setting by:</p> <ul style="list-style-type: none"> <li>• Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time.</li> <li>• Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</li> </ul>	<p>Lunch collection from kitchen needs careful planning to ensure Kitchen can ensure all meals delivered on time to each classroom Mid days/SLT avoid all contact with pupils.</p> <p>Ensure all staff especially cleaners are aware of the cleaning regime</p>	<p>M</p>

	<ul style="list-style-type: none"> <li>Lunch times- three separate lunch times that will be eaten in classrooms.</li> </ul>			
<b>Lunchtimes</b>	<p>except for YR and Y1 who will eat in the hall Hands to be sanitised before and after eating/small trays</p> <ul style="list-style-type: none"> <li>Trays and sups to be washed in the dishwasher, not by hand</li> <li>Children bringing packed lunches should dispose of all packaging and waste food in school disposal bags to reduce transmission risks between school and home. Lunch to be eaten at the same desk in the classroom area or ideally in bubble groups on field at 2 metre spacing's – weather dependent.</li> <li>Children are not to access the building during lunch time unless for toileting and only then, if it can be assured, that they will be with children from their own Pod.</li> </ul> <p>Children not to be sent inside for first aid incidents, instead muddays to direct children to their bubble first aid station to bubblefirst aider. If not a first aider available, card sent to office to ask for help.</p>	<ul style="list-style-type: none"> <li>Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</li> </ul>		M

Class	Start time	Morning Break (15 mins)	Lunch (1 hour)	Afternoon Break (15 mins)	Finish time
<b>Reception</b>	8.45	10.00 (outside classroom)	11.30 (hall/ outside classroom)	2.00 (outside classroom/ field)	3.05
<b>Year 1</b>	8.45	10.05 – 10.20 (Cage)	11.40 (hall/ cage)	2.00 cage	3.05
<b>Year 2</b>	8.50	10.20 - 10.35 (cage)	12.15 (classroom/ trim trail and grass area by woods)	2.00 trim trail and outside Y3/4	3.10

<b>Year 3</b>	9.05	10.15 – 10.30 (right hand side of field/ outside Y3/4 classroom)	11.55 (trim trail and grass area by woods/ classroom)	2.15 whole playground for run around if needed.	3.25
<b>Year 4</b>	9.10	10.10 – 10.25 (trim trail/ grassy verge)	12.00 (right side of field/ outside Y3/4 and classroom)	n/a	3.30
<b>Year 5</b>	9.00	10.30 – 10.45 (trim trail/ right hand side of field)	12.05 (back of field or right hand side of woods/ classroom)	n/a	3.20
<b>Year 6</b>	9.00	10.30 – 10.45 (left hand side of field/ outside Y3/4 classroom)	12.10 (left hand side of field or left side of woods/ classroom)	n/a	3.20

<b>Movement-Children</b>	<ul style="list-style-type: none"> <li>▪ Internal corridor use to be minimised and staff to ensure that if their whole Bubble is going to use the corridor that no other Bubble is using the corridor at that time</li> <li>▪ Classrooms to have channels for teachers to move around</li> <li>▪ Each Bubble enters and exits the site onto playground from different doors</li> <li>▪ Each contained within different zone of the school grounds outside</li> <li>▪ Toilet visits controlled by staff to reduce the number of children in the toilets at any one time. Children taught to return to the class door if there are already 2 people in a toilet area</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accessing rooms directly from outside where possible</li> <li>▪ Considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</li> </ul>		L
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<b>Movemen t- Staff</b>	<ul style="list-style-type: none"> <li>▪ Teachers to avoid congregating in corridors, staff room, office spaces or photocopying areas</li> <li>▪ Teacher should stay in their designated areas as much as possible.</li> <li>▪ Staff need to take care mixing with staff from other Bubbles and adhere to social distancing guidance as much as they are able. staff to use the hall for breaks. Ventilation guidelines and 1m+ distancing should be adhered to at all times</li> <li>▪ All staff will have to utilise staff toilets but an enhanced cleaning regime will be in place and hand sanitiser and cleaning products available at all time to enable staff to maintain clean facilities at all time</li> <li>▪ Staff to wear masks whilst moving around school.</li> <li>▪ The toilet will not be available to parents and delivery drivers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stagger the use of staff rooms and offices to limit occupancy</li> </ul>		L
<b>Movemen t- Parents</b>	<ul style="list-style-type: none"> <li>▪ Parents should not enter the school building under any circumstances.</li> <li>▪ Markings on the floor and on allocated gates around the school for drop offs and pickups.</li> <li>▪ Only one parent should drop off and collect children.</li> <li>▪ Crosses for parents to stand on and wait that are 2m apart.</li> <li>▪ No go zone for teachers to stand in and release pupils.</li> <li>▪ Diagram disseminated to parents to ensure that they understand the route and entrances for their child/children</li> <li>▪ Year 5 and 6 encouraged to enter the site without their parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encouraging parents and children and young people to walk or cycle to their education setting where possible</li> </ul>	Pictures and walk through	L
<b>Working Hours</b>	<ul style="list-style-type: none"> <li>▪ Staff should only enter the school site between 8am and leave by 4pm but staff must be mindful of the need to cooperate with any cleaners who need to access their room</li> <li>▪ Staff meetings to be arranged via zoom.</li> <li>▪ Cleaner in early mornings</li> <li>▪ Caretaker before 8.00am. start</li> </ul>			L

<p><b>Premises checks</b></p>	<p><b>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</b></p> <ul style="list-style-type: none"> <li>▪ Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system.</li> <li>▪ All taps to be turned on and toilets flushed weekly throughout the holidays</li> <li>▪ <b>Domestic hot water services – including clarifiers/direct fired water heaters/ sinks/basins/ showers</b></li> <li>▪ Hot water generation servicing to continue in line with manufacturers’ criteria.</li> <li>▪ Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. Checking schedule to be maintained by the Site Manager</li> <li>▪ Regularly check hot water generation for functionality and if required, temperature recording</li> <li>▪ The hot water system to be left operational -the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out.</li> </ul> <p><b>Gas safety</b></p> <ul style="list-style-type: none"> <li>▪ Do not isolate gas supplies to boilers and hot water generation</li> <li>▪ Gas services should remain in normal operation.</li> <li>▪ Continue planned gas safety checks including gas detection/interlocking Fire safety</li> <li>▪ Carry out weekly checks of alarms systems, call points, and emergency lighting.</li> <li>▪ Carry out regular hazard spotting to identify escape route obstructions.</li> <li>▪ Check that all fire doors are operational. Fire drills should continue to be held as normal.</li> </ul> <p><b>Kitchen equipment that holds water, for example dishwashers and combination ovens</b></p> <ul style="list-style-type: none"> <li>▪ Run through at least a full cleaning cycle per week, to remove scale build up and standing</li> </ul>	<ul style="list-style-type: none"> <li>▪ During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - <a href="https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety">https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety</a></li> </ul> <p>For reference, use the Approved Code of Practice &amp; HSG 274 for hot water.</p>		<p>M</p>
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	<p>water build up, to pre-empt possible bacteria growth.</p> <p><b>(to be carried out by the Site Manger during the holiday periods)</b></p> <p><b>Security</b></p> <ul style="list-style-type: none"> <li>All areas of the school should be kept secure.</li> <li>Access to certain closed areas should only be possible by relevant staff – for example art store and paper store – only to be accessed by single member of staff and only if absolutely required</li> <li>Check that access control and lockdown systems are operational.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>Where possible, occupied room windows should be open.</li> </ul> <p><b>Other points to consider</b></p> <ul style="list-style-type: none"> <li>For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building</li> </ul>			
<b>Toilet facilities</b>	<ul style="list-style-type: none"> <li>Pupils should only enter two at a time into toilets and stand at least 2metres apart when washing their hands.</li> <li>Middle sinks sealed off.</li> <li>Different classroom Bubbles pupils do not mix in the toilets.</li> <li>Regular reminders and lessons in social distancing and hand hygiene to be in place</li> <li>Door wedges to keep the doors semi open to ensure privacy but keep ventilation.</li> <li>cleaner to check soap supply is adequate</li> <li>Cleaners to ensure hand sanitiser is adequate each week</li> <li>Cleaners in each Bubble to maintain their own supplies box and seek replacement of items through the Site Manager</li> <li>One set of PPE will be placed in designated area with medical waste bins in each Pod area</li> </ul>	<ul style="list-style-type: none"> <li>ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> </ul>		H
<b>First Aid</b>	<ul style="list-style-type: none"> <li>PPE should be worn (gloves, goggles, apron and masks) when dealing with a first aid incident.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Emergency Incident protocol to be practised with all staff including Mid	L

	<p>Follow guidance covered in training over how much PPE to don according to severity of injury</p> <ul style="list-style-type: none"> <li>▪ Individual teachers / middays (with first aid training) should administer basic first aid in the first instance.</li> <li>▪ Serious injuries should be seen by a fully trained first aider.</li> <li>▪ Vomit is required to be cleaned up as soon after incident as possible (Full PPE to be worn – mask, gloves, apron and perspex face mask). Children to wait outside their classroom door for parents.</li> <li>▪ Middays to deal with First Aid incidents in Bubble’s outside area and not send the child in.</li> <li>▪ All staff to keep mobile phone with them outside to summon help if needed.</li> <li>▪ In a critical incident mobile phone to be utilised between the office and the incident. Staff to avoid congregating around the incident – invasion of bubble to be minimal. Other children may need to be taken inside or outside if already indoors. Head Teacher or Deputy will allocate a full First Aider to the incident. Emergency services to be summoned if required from the incident area.</li> </ul>		Days in the first week back in September	
<b>Cleaning</b>	<p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>▪ See full cleaning schedule – Appendix 2</li> </ul> <p><b>Additional Classroom Directives</b></p> <ul style="list-style-type: none"> <li>▪ <b>Reception:</b> Malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances.</li> <li>▪ <b>Reception:</b> Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use (more detailed guidance on this will be included in the guide for early years providers) and where possible, children should be discouraged from sharing these.</li> <li>▪ <b>Reception:</b> Children should be taught to wash their hands frequently, but particularly after</li> </ul>	<ul style="list-style-type: none"> <li>▪ discuss with cleaning contractors or staff the additional cleaning requirements and agree an adjustments to normal working hours</li> <li>▪ follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>▪ ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</li> <li>▪ clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</li> </ul>	<p>Maximum time staff can stay to – 4pm</p> <p>COSHH rules regarding bleach</p>	H

	<p>using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines.</p> <ul style="list-style-type: none"> <li>▪ <b>KS1 and 2:</b> Desks should be wiped regularly.</li> <li>▪ <b>KS 1 and 2:</b> Teachers should have a spray bottle and clothe (disposable)</li> <li>▪ Any objects the children touch should be disinfected once use has finished or left to decontaminate</li> <li>▪ All door handles, corridor walls etc to be cleaned at least twice per day.</li> </ul>			
<b>Actions</b>				
▪ <b>Ensure supply chains for cleaning products companies' turnaround</b>				
<b>Communication to and from Parents</b>	<ul style="list-style-type: none"> <li>▪ Essential correspondence sent out via text to parents.</li> <li>▪ Newsletter and general correspondence; if whole school via teachers to parents, If class specific via class emails or text to parents.</li> <li>▪ Any forms or messages from parents should be emailed to the school office or parents should ring office</li> <li>▪ Communicate methods of entry and exit to the school grounds to be kept brief – loitering not to be encouraged</li> <li>▪ Parents not allowed on the site for at least the first half term</li> </ul>	<ul style="list-style-type: none"> <li>▪ tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> <li>▪ tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>▪ make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> <li>▪ also think about engaging parents and children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a></li> <li>▪ Remind parents about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</li> </ul>		L
<b>Procedures for medical care, isolation and</b>	<ul style="list-style-type: none"> <li>▪ Use of classroom First Aid area if symptoms are apparent.</li> <li>▪ Parents to be called and children to be sent home as soon as possible if they develop symptoms and then will need to isolate with their household members for 14 days. Parents encouraged to get children tested</li> </ul>	<ul style="list-style-type: none"> <li>▪ Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</li> </ul>	See school protocol on the back of badges all staff carry to remind yourself of the procedure.	H

<p><b>confirmed cases</b></p>	<ul style="list-style-type: none"> <li>▪ All staff who display symptoms should access a test provided by the appropriate health care professional.</li> <li>▪ Staff also to be provided with information regarding access to testing and encouraged to get tested as they require even if without symptoms</li> <li>▪ A number of testing kits will be provided to schools to issue to staff and parents from September.</li> <li>▪ If a children or staff member tests negative, they can return to their setting and end the self-isolation of their household.</li> <li>▪ If any children or staff test positive, after consultation with DFE helpline and PHE, it is likely that the rest of their class including staff should be sent home and advised to isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group, subsequently develops symptoms.</li> <li>▪ Temperature checks will be undertaken in school on any child feeling unwell with any symptoms. It will be undertaken by one member of Pod staff using digital head thermometer.</li> </ul> <p><a href="https://www.gov.uk/guidance/contacts-phe-health-protection-teams">https://www.gov.uk/guidance/contacts-phe-health-protection-teams</a></p> <p>The Team that covers Cheshire East can be contacted on using the details below:  <b>Cheshire and Merseyside HPT</b>  Public Health England North West  Suite 3B  3rd Floor  Cunard Building  Water Street</p> <p>Liverpool  L3 1DS</p>	<ul style="list-style-type: none"> <li>▪ The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</li> <li>▪ The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious.  Close contact means: <ul style="list-style-type: none"> <li>▪ direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>▪ proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>▪ travelling in a small vehicle, like a car, with an infected person</li> </ul> </li> <li>▪ The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</li> <li>▪ A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</li> <li>▪ Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or</li> </ul>	<p>template letters to be stored on the Office drive and both MA and NH can issue these to staff or children’s parents/carers if a suspected case is evident.</p> <ul style="list-style-type: none"> <li>▪ Contain any outbreak by following local health protection team advice</li> <li>▪ If schools have two or more confirmed cases within 14 days, or an</li> </ul>	
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<p><b>Shielding and clinically vulnerable children and adults.</b></p>	<ul style="list-style-type: none"> <li>▪ Clinically extremely vulnerable pupils with pre-existing medical conditions should not enter school and should remain at home.</li> <li>▪ If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.</li> <li>▪ Where schools apply the full measures in the most recent guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils who are shielding or self-isolating</li> <li>▪ We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that: <ul style="list-style-type: none"> <li>▪ a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>▪ Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to</li> </ul> </li> </ul>		<p>M</p>

	<p>particular care while community transmission rates continue to fall.</p> <ul style="list-style-type: none"> <li>▪ Where a member of staff has for a range of reasons a higher risk rate than the school will try as far as practically possible to accommodate additional measures where appropriate.</li> <li>▪ People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</li> <li>▪ School to maintain a staff health risk register – regularly reviewed and if required individual staff risk assessments undertaken to record actions required/discuss/taken.</li> </ul>	<p>school, as can those who have family members who are shielding. Read the current advice on shielding</p> <ul style="list-style-type: none"> <li>▪ if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).</li> <li>▪ some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people.</li> <li>▪ Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).</li> <li>▪ Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</li> </ul> <p><b>Staff who are clinically vulnerable or extremely clinically vulnerable</b></p> <ul style="list-style-type: none"> <li>▪ Advice for those who are clinically-vulnerable, including pregnant women, is available.</li> <li>▪ Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.</li> <li>▪ School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</li> <li>▪ People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> </ul>		
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	<b>Actions</b> <ul style="list-style-type: none"> <li>▪ <b>Ensure staff know how to issue letters regarding track and trace and outbreak letters if required</b></li> <li>▪ <b>Ensure posters displaying number of local Health Protection Team (HPT) are clearly displayed in office, staff room and caretaker's office. Ensure staff Health questionnaire is maintained and updated each term to ensure senior leaders are aware of the 'picture' of staff health and are taking appropriate actions to mitigate risk and support wellbeing.</b></li> </ul>			
<b>Visitorspe ripatetic</b>	<ul style="list-style-type: none"> <li>▪ Perepatetic music teachers are allowed on site as long as they adhere to our visitor guidelines and they have risk assessments in place.</li> <li>▪ All music lessons to take place in the hall, socially distanced.</li> <li>▪ Parents should not enter the school building under any circumstances. Any communication should be done via email, telephone or conference call.</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul>		L