

## West Country Schools Trust ~ South Dartmoor Community College and Atrium

### November Covid-19 School Risk Assessment/Action Plan 06/01/21

- Review SLT 6/01/21
- Whole Staff 6/01/21
- Chair of Governors 6/01/21

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|  | Doesn't yet meet DfE expectations |
|  | Meets DfE expectations            |
|  | Exceeds DfE expectations          |

| Issue                             | Planning considerations/actions   | RAG<br>Rating<br>06/20 |
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| <b>Staff concerns over safety</b> | <ul style="list-style-type: none"> <li>• Transparent early sharing of risk assessment and school-level plans.</li> <li>• Ongoing reinforcement of the safety measures in place, using information/guidance, on-site signage, staff meetings etc.</li> <li>• Individual discussions with staff who are highly anxious.</li> <li>• Completion of individual Covid-19 risk assessments, where appropriate.</li> <li>• Induction plans for staff and pupils.</li> <li>• Publication of Toolkit on WeST website and risk assessments on school websites to provide transparency of approach to staff, parents, carers and pupils (HSE expectation for all employers with over 50 staff).</li> <li>• Agree and share contact points and lines of communication for staff in the event that release of updated guidance or information is required ahead of 1<sup>st</sup> September, or that staff have individual concerns and require advice or support over the holiday period.</li> </ul>   |                        |
| <b>Parental expectations</b>      | <ul style="list-style-type: none"> <li>• Produce and distribute a letter to all parents outlining precisely what the school day will look like and what actions/restrictions are in place to protect the health of pupils and staff.</li> <li>• Parents to be fully briefed and aware of the health and safety arrangements before pupils start back at school in January.</li> <li>• Parents will need to check daily that their pupils are not displaying any symptoms before they leave home for school.</li> <li>• Where pupils spend part of their week in different households, clear information will need to be given to all parties.</li> <li>• Parents/carers will need ongoing briefing and reminders as pupils return.</li> <li>• Information will need to be clear and concise, utilising different communication methods such as the school website, social media, email etc.... Do not rely on just a single method to communicate key messages/information.</li> <li>• Parents must be clear about the need to inform school if their child is tested positive for COVID-19.</li> </ul> |                        |
| <b>Pupil expectations</b>         | <ul style="list-style-type: none"> <li>• Produce and distribute 'back to school' guidance for all pupils outlining precisely what the school day will look like and what actions/restrictions are in place to protect the health of pupils and staff.</li> <li>• Ensure that clear expectations are shared regularly with all pupils attending in-school provision.</li> </ul>  |                        |
| <b>Infection prevention</b>       | <b>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</b>  |                        |

- Ensure that pupils, staff and other adults do not come into the school if they have [coronavirus \(COVID-19\) symptoms](#), or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.
- If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)', which sets out that they must self-isolate for at least 10 days and should [arrange to have a test](#) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.
- If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.
- If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.
- PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the [safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#) guidance.
- As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.
- Any members of staff who has provided close contact care to someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test & Trace.
- 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. See the [COVID-19: cleaning of non-healthcare settings guidance](#).

#### **Clean hands thoroughly more often than usual**

- Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:
  - Does the school have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly.
  - Is there appropriate supervision of hand sanitiser use given risks around ingestion. Younger children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.
  - How will these routines be built into school culture, supported by behaviour expectations to help ensure younger children and those with complex needs understand the need to follow them.

#### **Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach**

- The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.

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|                              | <ul style="list-style-type: none"> <li>• As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates.</li> <li>• Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face to face education.</li> </ul> <p><b>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</b></p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• Putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> <li>○ more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>○ frequently touched surfaces being cleaned more often than normal</li> </ul> </li> <li>• Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</li> </ul> <p><b>Minimise contact between individuals and maintain social distancing wherever possible</b></p> <ul style="list-style-type: none"> <li>• Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</li> <li>• The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on: <ul style="list-style-type: none"> <li>○ Children's ability to distance.</li> <li>○ The lay out of the school.</li> <li>○ The feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary).</li> </ul> </li> </ul> |  |
| <p><b>Face coverings</b></p> | <p><b>WeST expectations on face coverings</b></p> <ul style="list-style-type: none"> <li>• All WeST staff, unless exempt for the reasons explained in the 'Staff and pupils who may be exempt' section, will be expected to wear face coverings in all communal school areas. This will include - corridors, staffrooms, staff workrooms, staff toilets and whilst undertaking duties at break/lunch times in enclosed spaces such as dining halls. This will also apply to staff meetings. However, even with face coverings in use, appropriate social distancing, hygiene measures and hand sanitisation should still fully apply.</li> <li>• All secondary age pupils will be expected to wear a face covering in corridors and any communal areas where social distancing outside of the year group bubble is difficult (communal areas will vary from school to school – so local guidance will apply). <i>Please note – this does not apply to pupils in primary school settings.</i></li> <li>• All secondary age pupils travelling to and from school via public transport or school transport will be expected to wear a face covering and follow all appropriate hygiene measures required by the respective companies. <i>Please note – this does not apply to pupils in primary school settings.</i></li> <li>• From January 2021 in response to the new CV-19 S-Variant which is now substantially more transmissible, we strongly recommend that all pupils and staff in secondary settings wear face coverings in the classroom, in addition to corridors and communal spaces. Social distancing is generally not possible in full classrooms of 25-30 pupils, so the recommendation for the use of face coverings is an appropriate risk mitigation strategy to reduce potential aerosol and droplet transmission.</li> <li>• Staff in primary settings are free to wear a face covering in class if they choose to do so.</li> </ul>  |  |

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|                           | <ul style="list-style-type: none"> <li>• All staff in both primary and secondary settings, unless exempt, are expected to wear face coverings in all shared offices/rooms and when attending any staff meeting.</li> <li>• We request that all WeST staff and secondary age pupils bring their own face coverings to school as they would for use on public transport, shops, and wider society. If any individual forgets to bring a face covering to school, or is unable to provide one, a disposable mask will be provided.</li> <li>• All visitors, including parents, to WeST primary and secondary schools will be required to wear a face covering whilst on site. Disposable masks will be available at school receptions.</li> <li>• Face coverings do not need to be worn: <ul style="list-style-type: none"> <li>○ By any member of staff or pupil who is exempt (<i>please see the exemption guidance for further information</i>).</li> <li>○ Whilst consuming food and drink at break and lunch times.</li> </ul> </li> </ul> <p><b><i>For members of staff, pupils or parents who have any concerns or queries, they should discuss this with their relevant Headteacher.</i></b></p> <p><b>Safe wearing and removal of face coverings</b></p> <ul style="list-style-type: none"> <li>• Schools should have a process for removing face coverings when circumstances allow. This process should be communicated clearly to pupils and staff.</li> <li>• Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</li> <li>• Pupils must be 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.</li> </ul> |  |
| <b>Pupil temperatures</b> | <ul style="list-style-type: none"> <li>• Public Health England states that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) – therefore schools should not take pupil temperatures on entry to school.</li> </ul>  |  |
| <b>Grouping of pupils</b> | <ul style="list-style-type: none"> <li>• Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</li> <li>• However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, dining halls, toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools but is particularly difficult in secondary schools.</li> <li>• In secondary schools, and certainly in the older age groups at KS4 and KS5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (KS3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19).</li> <li>• Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. Whatever the size of the group, they</li> </ul>  |  |

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|   | <p>should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p> <ul style="list-style-type: none"> <li>• Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</li> <li>• All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. There is full recognition this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</li> </ul>  |  |
| <p><b>Measures within the classroom</b></p>   | <ul style="list-style-type: none"> <li>• From January 2021 in response to the new CV-19 S-Variant which is now substantially more transmissible, we strongly recommend that all pupils and staff in secondary settings wear face coverings in the classroom, in addition to corridors and communal spaces.</li> <li>• Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.</li> <li>• It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children.</li> <li>• This will not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils’ educational and care support should be provided as normal.</li> <li>• For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</li> <li>• When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above.</li> <li>• Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</li> </ul> |  |
| <p><b>Wider measures (inc. assemblies, corridors, break times and staff spaces)</b></p> | <ul style="list-style-type: none"> <li>• Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</li> <li>• When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</li> <li>• Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other, such as staff work rooms.</li> <li>• Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</li> </ul>   |  |

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| <p><b>Keeping occupied spaces well ventilated</b></p>  | <ul style="list-style-type: none"> <li>• When the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</li> <li>• This can be achieved by a variety of measures including: <ul style="list-style-type: none"> <li>○ 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)</li> <li>○ 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</li> <li>○ natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul> </li> <li>• Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</li> <li>• To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: <ul style="list-style-type: none"> <li>○ opening high level windows in preference to low level to reduce draughts</li> <li>○ increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>○ providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</li> <li>○ rearranging furniture where possible to avoid direct drafts</li> </ul> </li> <li>• Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>                                    |  |
| <p><b>Measures for arriving at and leaving school</b></p>  | <ul style="list-style-type: none"> <li>• Travel to school patterns differ greatly between WeST schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.</li> <li>• Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering break times but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour.</li> <li>• Schools should consider how to communicate this to parents and remind them 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>   |  |
| <p><b>Other considerations (inc. SEND, supply teachers, contractors and use of shared resources)</b></p> | <ul style="list-style-type: none"> <li>• Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</li> <li>• For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.</li> <li>• Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.</li> <li>• Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.</li> <li>• Where pupils who are self-isolating are considered vulnerable, it is important that schools put systems in place to keep in contact with them.</li> <li>• When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.</li> </ul> |  |

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|   | <ul style="list-style-type: none"> <li>• Schools should 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.</li> <li>• Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</li> <li>• Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</li> <li>• Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>• Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</li> </ul> |  |
| <p><b>The use of PPE</b></p>            | <ul style="list-style-type: none"> <li>• The majority of staff in education settings 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: <ul style="list-style-type: none"> <li>○ Where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained.</li> <li>○ Where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.</li> </ul> </li> </ul>   |  |
| <p><b>Response to any infection</b></p> | <p><b>Engage with the NHS Test and Trace process</b></p> <ul style="list-style-type: none"> <li>• Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> <li>○ <a href="#">Book a test</a> if they are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste.</li> </ul> </li> <li>• Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>• Provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace</li> </ul>  |  |

- Self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)
- Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](#), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.
- All schools have been sent an initial supply of 10 home test kits and information about how to order to replenish this supply when they are running out. Schools should call the Test and Trace helpdesk on 119 if these have not arrived.
- Having a test at a testing site will deliver the fastest results. The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.
- These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance [Coronavirus \(COVID-19\): test kits for schools and FE providers](#).
- Schools should ask parents and staff to inform them immediately of the results of a test:
  - If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact.
  - if someone tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.

#### **NHS COVID-19 App**

- The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate.
- This will mean that some students in Year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features. Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England.

#### **Manage confirmed cases of coronavirus (COVID-19) amongst the school community**

- Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice..
- 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 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 10 days since they were last in close contact with that person when they were infectious. Close contact means:
  - 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)
  - Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
  - Travelling in a small vehicle, like a car, with an infected person
- 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 place 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.
- 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.
- Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10-days from the day after contact with the individual tested positive should follow [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#). They should get a test, and:
  - They should get a test, and:
    - If the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
  - If the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)
- Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.
- In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.

**Contain any outbreak by following local health protection team advice**

- If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to 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 schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

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|                            | <ul style="list-style-type: none"> <li>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</li> </ul>   |  |
| <b>Transport to school</b> | <p><b>Dedicated school transport, including statutory provision</b></p> <ul style="list-style-type: none"> <li>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport.</li> <li>The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider: <ul style="list-style-type: none"> <li>social distancing should be maximised within vehicles</li> <li>children either sit with their 'bubble' on school transport, or with the same constant group of children each day</li> <li>children should clean their hands before boarding transport and again on disembarking</li> <li>additional cleaning of vehicles is put in place</li> <li>organised queuing and boarding is put in place</li> <li>through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents</li> </ul> </li> <li>Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).</li> <li>For all WeST children over the age of 11, using school transport, it is expected that face coverings are worn because they are likely to come into very close contact with people outside of their year group bubble.</li> <li>Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day, others involve use of a minibus whilst other services are used by different pupils on different days, or by pupils with SEND. The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances.</li> <li>Schools should seek detailed reassurances from school transport providers to ensure that appropriate safety measures are in place.</li> </ul> <p><b>Wider public transport</b></p> <ul style="list-style-type: none"> <li>In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. Public transport capacity continues to be constrained. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</li> <li>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others, and may not be possible.</li> <li>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using 'walking buses' (a supervised group of children being walked to, or from, school), or working with their local authority to promote safe cycling routes. For some families, driving children to school will also be an option.</li> <li>Pupils aged 11 years and over will be expected to wear a face covering when on public transport.</li> </ul> |  |
| <b>Attendance</b>          | <p><b>Attendance expectations</b></p> <ul style="list-style-type: none"> <li>It is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</li> <li>Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance has therefore been mandatory from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including: <ul style="list-style-type: none"> <li>Parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</li> </ul> </li> </ul>  |  |

- Schools' responsibilities to record attendance and follow up absence
- The availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

#### **Self-isolation and shielding**

- A small number of pupils will still be unable to attend in line with public health advice to self-isolate because:
  - they have had symptoms or a positive test result themselves
  - they live with someone that has symptoms or has tested positive and are a household contact
  - they are a close contact of someone who has coronavirus (COVID-19)
- More evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), even for children with existing health conditions. Far fewer children should remain in the clinically extremely vulnerable group in the future following their routine discussions with their clinician.
- The advice for pupils in local restriction tiers 1 to 3 who remain in the clinically extremely vulnerable group is that they should continue to attend school unless they are one of the very small number of pupils or students under paediatric or NHS care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend an education setting.
- Shielding advice is currently in place in tier 4 areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.
- Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school in all local restriction tiers.
- Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able immediately to offer them access to remote education. Schools should keep a record of, and monitor engagement with this activity but this does not need to be formally recorded in the attendance register.
- For pupils who are self-isolating, or shielding and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support. Our published definition of vulnerable children includes young people are defined as those who have a social worker or an education health and care (EHC) plan or those who are deemed otherwise vulnerable by the school or the local authority.
- Where children are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

#### **Pupils and families who are anxious about return to school**

- All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.
- If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).

#### **Actions for schools**

- Communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year

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|                          | <ul style="list-style-type: none"> <li>• Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic</li> <li>• Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance</li> <li>• Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance.</li> </ul>  |  |
| <p><b>Curriculum</b></p> | <p><b>Curriculum expectations</b></p> <ul style="list-style-type: none"> <li>• This section sets out some key principles and expectations for curriculum planning in school based nursery, mainstream and special schools, and alternative provision (AP), so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.</li> <li>• The key principles that underpin our advice on curriculum planning are: <ul style="list-style-type: none"> <li>○ education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</li> <li>○ the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</li> <li>○ remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</li> </ul> </li> <li>• Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:</li> <li>• Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.</li> <li>• Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.</li> </ul> <p><b>Aim to return to the school's normal curriculum in all subjects by summer term 2021.</b></p> <ul style="list-style-type: none"> <li>• Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</li> </ul> <p><b>Plan on the basis of the educational needs of pupils</b></p> <ul style="list-style-type: none"> <li>• Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.</li> </ul> <p><b>Develop remote education so that it is integrated into school curriculum planning</b></p> <ul style="list-style-type: none"> <li>• Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</li> </ul> |  |

- Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.
- Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.

#### **Specific points for early years foundation stage (EYFS) to KS3**

- For children in nursery and childminder settings and pupils in reception, the EYFS education and development requirements now apply as the original disapplications have been lifted (these were lifted on 25 September 2020). New regulations have been put in place to allow the EYFS disapplications to re-apply in the event of further coronavirus (COVID-19) related restrictions imposed by government, for example local restrictions.
- Teachers and early years practitioners may consider focusing more on the prime areas of education, including: communication and language, personal, social and emotional development and physical development if they think this would support their children to catch up following time out due to coronavirus (COVID-19). For pupils in reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. For nursery and childminder settings, and reception, consider how all groups of children can be given equal opportunities for outdoor education.
- For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education and sport, religious education and relationships and health education.
- For pupils in key stage 3, the curriculum should also remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education and sport, citizenship, religious education and relationships, sex and health education. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.

#### **Specific points for KS4 and KS5**

- As with earlier key stages, it is likely that pupils in KS4 and 5 will need extra support to catch up on any content they have missed, but the school curriculum may be less flexible given the requirements of qualification specifications.
- To ensure exams and assessments next summer are as fair as possible, and take into account any public health requirements and the well-being of students, [Ofqual will consult on proposals for next year](#) shortly, and will confirm its decisions as soon as possible to allow time for schools to prepare.
- The vast majority of pupils in Years 10 and 11 are expected to continue to study their examination subjects. This will support them towards their preferred route to further study.
- In exceptional circumstances, it may be in the best interests of a Year 11 pupil to discontinue an examined subject because the school judges that, for example, they would achieve significantly better in their remaining subjects as a result, especially in GCSE English and mathematics.
- School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing, using the existing discretion that schools already apply on these matters.
- Pupils in Years 12 and 13 are more likely to undertake self-directed study, but may still need additional support. Compared to key stage 4, there is less scope to drop an examined subject as fewer qualifications are studied at this key stage. Discontinuing a subject is therefore likely to significantly limit choices for further study and employment, so is expected to be rare.

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|                                      | <ul style="list-style-type: none"> <li>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul> <p><b>Physical activity in schools</b></p> <ul style="list-style-type: none"> <li>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</li> <li>In most circumstances, changing rooms will need to stay closed (unless they can be cleaned thoroughly between each use). Schools will need to consider creative alternatives if they offer PE in the autumn and spring terms such as, pupils wearing PE kit all day when PE is on the timetable or pupils changing only into trainers with adapted PE lessons that allow the wearing of normal uniform.</li> <li>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</li> <li>Schools should refer to the following advice: <ul style="list-style-type: none"> <li><a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport.</li> <li>advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a>.</li> </ul> </li> <li>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures. Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</li> </ul> <p><b>Physical activity - Schools in tier 4</b></p> <ul style="list-style-type: none"> <li>PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons.</li> <li>Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups. Competition between different schools should not take place, in line with the local restrictions on grassroots sport.</li> <li>Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example, practising specific techniques, within their own system of controls. When it comes to playing team sport, schools can offer those with approved guidance listed in the DCMS return to recreational team sport framework, offering the activity in line with guidance.</li> </ul> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. Where open, external facilities, including other schools' facilities, can also be used in line with government guidance for the use of, and travel to and from, those facilities and schools' own systems of controls.</p> |  |
| <p><b>Music, Dance and Drama</b></p> | <ul style="list-style-type: none"> <li>All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.</li> </ul>   |  |

- Additional mitigations, such as extended social distancing, were previously required for singing, and playing of wind and brass instruments given concerns that these were potentially higher risk activities. Department for Culture, Media and Sport (DCMS) has commissioned further scientific studies to be carried out to develop the scientific evidence on these activities, which has allowed the government to reconsider appropriate mitigations and further research is continuing.
- Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at [working safely during coronavirus \(COVID-19\): performing arts](#). However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out below.
- Schools that offer specialist, elite provision in music, dance and drama may also wish to consider this guidance alongside the DCMS guidance on the performing arts.

#### **Minimising contact between individuals**

- You must do everything possible to minimise contacts and mixing. Your overarching objective should be to reduce the number of contacts between pupils/students and staff. This can be achieved through keeping groups separate (in bubbles) and through maintaining the social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. 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.
- You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.
- Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones.

#### **Performances**

- Until further notice, WeST schools will not be holding performances in front of a live audience.

#### **Peripatetic teachers**

- Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.
- Peripatetic teachers can move between schools, for instance, but you should consider how to minimise the number of visitors where possible. They will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the premises, and secure best value, you could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year.
- If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell. In addition, they should:
  - Maintain distancing requirements with each group they teach, where appropriate.
  - Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing.
  - Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.

#### **Music teaching in schools and colleges, including singing, and playing wind and brass instruments in groups**

- When planning music provision for the year ahead, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow are below:

#### **Playing outdoors**

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

#### **Playing indoors**

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

#### **Singing, wind and brass playing**

- 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 as described below can be maintained.

#### **Social distancing**

- In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.

#### **Seating positions**

- 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.

#### **Microphones**

- Use microphones where possible (avoid sharing) or encourage singing quietly.

#### **Handling equipment and instruments**

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

#### **Handwashing**

- Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.

#### **Avoiding sharing instruments**

- Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.



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|   | <ul style="list-style-type: none"> <li>• 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, following government guidance on cleaning and handling equipment.</li> <li>• Instruments should be cleaned by the pupils playing them, where possible.</li> </ul> <p><b><u>Handling scores, parts and scripts</u></b></p> <ul style="list-style-type: none"> <li>• Limit handling of music scores, parts and scripts to the individual using them.</li> </ul> <p><b><u>Suppliers</u></b></p> <ul style="list-style-type: none"> <li>• Consider limiting the number of suppliers when hiring instruments and equipment. Schools should 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 you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.</li> </ul> <p><b>Individual lessons and performance in groups</b></p> <ul style="list-style-type: none"> <li>• Individual lessons in music, dance and drama can resume in schools, FE colleges and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures set out above on peripatetic teachers.</li> <li>• In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.</li> <li>• Specific safety measures for individual music lessons are set out in the following sections.</li> </ul> <p><b><u>Social distancing</u></b></p> <ul style="list-style-type: none"> <li>• Measures should include specific social distancing between pupil and teacher (current guidance is that if the activity is face-to-face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.</li> </ul> <p><b><u>Avoid sharing instruments</u></b></p> <ul style="list-style-type: none"> <li>• Avoid sharing instruments and equipment wherever possible and place name labels on equipment to help identify the designated user, for example, percussionists’ own sticks and mallets</li> <li>• If instruments and equipment have to be shared, they should be regularly disinfected (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment. Instruments should be cleaned by the individuals playing them, where possible</li> </ul> <p><b><u>Scores, parts and scripts</u></b></p> <ul style="list-style-type: none"> <li>• Limit the handling of music scores, parts and scripts to the person using them.</li> </ul> |  |
| <p><b>Pupil wellbeing and support</b></p> | <ul style="list-style-type: none"> <li>• Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. 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 may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</li> <li>• The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.</li> </ul>   |  |

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|                                      | <ul style="list-style-type: none"> <li>• The government has recently launched the <a href="#">Wellbeing for Education Return programme</a>, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school.</li> <li>• Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021.</li> <li>• Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term.</li> <li>• The Whole School SEND consortium will be delivering some training for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the <a href="#">events page</a> of the SEND Gateway. You can opt to join Whole School SEND's <a href="#">community of practice</a> when you sign up for an event to receive notifications about future training and resources as they are published.</li> <li>• DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on <a href="#">teaching about mental wellbeing</a>, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It was published early given the importance of supporting pupils' mental health and wellbeing at this time.</li> <li>• Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> <li>○ Support the rebuilding of friendships and social engagement</li> <li>○ Address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>○ Support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> <li>• Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> <li>○ support the rebuilding of friendships and social engagement</li> <li>○ address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>○ support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> <li>• Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEdlearning platform for professionals, which includes a <a href="#">coronavirus (COVID-19) staff resilience hub</a> with materials on peer support, stress, fear and trauma and bereavement.</li> <li>• Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the <a href="#">healthy child programme</a> can offer a range of support including: <ul style="list-style-type: none"> <li>○ Support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>○ Support for pupils with additional and complex health needs</li> <li>○ Supporting vulnerable children and keeping children safe</li> </ul> </li> <li>• Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</li> </ul> |  |
| <p><b>Behaviour expectations</b></p> | <ul style="list-style-type: none"> <li>• Schools should consider updating their behaviour policies with any new rules and consider how to communicate their updated policies clearly and consistently to staff, pupils and parents. They should set clear, reasonable and proportionate expectations of pupil behaviour. Further details are available in the guidance on behaviour and discipline in schools. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules. They should also set out how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need</li> </ul>   |  |

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|  | <p>to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs. They should also consider how to build new expectations into their rewards system.</p> <ul style="list-style-type: none"> <li>• Adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</li> <li>• We must acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</li> <li>• The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. and must be lawful, reasonable, and fair. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.</li> <li>• Schools, should, as far as possible, avoid permanently excluding any pupil with an education, health and care (EHC) plan, or a looked-after child. Where a looked-after child is at risk of exclusion, the designated teacher should contact the relevant authority’s virtual school head as soon as possible to help the school decide how to help the child and avoid exclusion becoming necessary.</li> <li>• Where a previously looked-after child is at risk of exclusion, the designated teacher should speak with the child’s parent or guardian and seek advice from their virtual school Headteacher.</li> <li>• Pre-empting that a pupil may commit a disciplinary offence, and thus not allowing a pupil to attend school, is an unlawful exclusion.</li> <li>• Schools should have arrangements in place to support attendance and engagement which consider what additional support children and young people need to make a successful return to their full-time education. For more information see annex B.</li> <li>• Any disciplinary exclusion of a pupil from a school, even for short periods of time, must follow the statutory procedure. This includes sending a pupil home for poor behaviour, whether or not remote education is provided. ‘Informal’ or ‘unofficial’ exclusions, such as sending pupils home ‘to cool off’ for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers.</li> <li>• Schools should be mindful that it is unlawful to punish a child for the actions of their parents, and to consider this when applying sanctions (for example refusing to allow a pupil to class because their parents did not attend a meeting or because the parents brought the pupils to school late would be unlawful).</li> <li>• Ofsted will continue to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.</li> <li>• Ofsted will continue to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.</li> </ul> |  |
| <p><b>School Workforce – including non-class-based and support staff. For teaching staff, also refer to the previous</b></p> | <ul style="list-style-type: none"> <li>• The DfE have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this specific guidance for school settings. The PHE and DHSC endorsed system of controls outlined below sets out the measures that school leaders and all school staff should follow when planning for full return in September.</li> <li>• Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.</li> </ul>  |  |

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| <p><b>sections 'Measures with the Classroom' and 'Wider Measures'</b></p> | <ul style="list-style-type: none"> <li>• Exceptionally, where a role may be conducive to home working e.g. a limited number of administrative/professional roles, leaders will consider what is feasible and appropriate, whilst considering the requirement to maintain social distancing of 2m, or 1m with risk mitigation.</li> <li>• Staff who are working from home should be signposted to the WeST Homeworking Guidance which includes a Homeworking Risk Assessment and DSE Checklist, available via the Staff Portal.</li> <li>• When working in an office-based environment, desks should allow for social distancing (2m) to be maintained wherever possible.</li> <li>• To help staff social distance in office spaces floor tape should be used to mark working areas and signage displayed to remind staff to maintain a 2m distance.</li> <li>• Workstations should be assigned to an individual and not shared. If this is impossible, they should be shared by the minimum number of people and desks/equipment should be cleaned/sanitised between different occupants.</li> <li>• If the physical space does not allow for 2m social distancing, all mitigating actions possible should be introduced to reduce the risk of transmission, these should include: <ul style="list-style-type: none"> <li>○ Rearrangement/removal/taping off of furniture.</li> <li>○ Relocation to other space.</li> <li>○ Rotas for on-site/homeworking (where it is possible to undertake a proportion of activities from home).</li> <li>○ Use of screens to create physical barriers.</li> <li>○ Working side-by-side, rather than face-to-face.</li> </ul> </li> <li>• All office spaces should be ventilated adequately (please see ventilation section).</li> <li>• All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in section 5 of the 'prevention' section.</li> <li>• School leaders should explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to return to schools.</li> <li>• If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</li> <li>• Within our settings it should be possible to implement a system to allow the Trust and schools to operate effectively. If this is not possible, in exceptional cases, specific mitigation measures will be detailed in local site-based risk assessments</li> </ul> |  |
| <p><b>Staff who are extremely clinically vulnerable</b></p>               | <ul style="list-style-type: none"> <li>• Advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tier.</li> <li>• In local restriction tier 4 areas, individuals who are clinically extremely vulnerable are advised to work from home and where this is not possible, they should not go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past, most recently in November 2020.</li> <li>• Staff should talk to their employers about how they will be supported, including to work from home where possible. Schools should continue to pay clinically extremely vulnerable staff on their usual terms.</li> <li>• All other staff in local restriction tier 4 can continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</li> <li>• All staff can continue to attend school in local restriction tiers 1, 2 and 3 and school leaders should ensure that an individual risk assessment is in place to confirm the ability to maintain social distancing (2m or 1m with risk mitigation) and, if necessary be flexible in how those members of staff are deployed to enable them to work remotely (only where possible) or in alternative roles in school where social distancing can be maintained.</li> </ul>  |  |

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|   | <ul style="list-style-type: none"> <li>Under local restriction tier 3, staff and employers may wish to discuss flexibilities that support clinically extremely vulnerable staff, such as staggered start times to reduce travel during rush hour.</li> <li>Further <a href="#">guidance to the clinically extremely vulnerable</a> is available.</li> </ul>  |  |
| <b>Staff who are clinically vulnerable</b>                                      | <ul style="list-style-type: none"> <li>Clinically vulnerable staff can attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</li> <li>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance.</li> <li>This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</li> <li>School leaders should conduct an individual risk assessment to confirm the ability to maintain social distancing (2m or 1m with risk mitigation) and, if necessary be flexible in how those members of staff are deployed to enable them to work remotely (only where possible) or in alternative roles in school where social distancing can be maintained.</li> <li>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor..</li> </ul>   |  |
| <b>Staff who are pregnant</b>   | <ul style="list-style-type: none"> <li>Pregnant women are considered 'clinically vulnerable' or in some cases (where underlying health conditions exist) 'clinically extremely vulnerable' to coronavirus (COVID-19).</li> <li>All pregnant women can attend work, but should take particular care to practise frequent thorough hand washing, cleaning of frequently touched areas in their workspace and follow the measures set out in this guidance to minimise the risks of transmission.</li> <li>Pregnant staff must have an individual 'New and Expectant Mothers Risk Assessment incorporating COVID-19'.</li> <li>Women who are 28 weeks pregnant and beyond, or are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from COVID-19 at any gestation, should take a more precautionary approach; there may be certain tasks that they should not perform as detailed by their risk assessment.</li> <li>Decisions made as part of any risk assessment must be reviewed regularly, as circumstances may change as the pregnancy progresses, and certainly at the 28-week point.</li> <li>The individual risk assessment will take into account any specific medical advice received from the professionals responsible for the pregnant woman's care (e.g. GP, mid wife or consultant) or occupational health if required.</li> <li>Pregnant women of any gestation should not be required to continue working if this is not supported by a risk assessment.</li> </ul> <p>More guidance and advice on coronavirus (COVID-19) and pregnancy is available from the Royal College of Gynaecologists <a href="https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy">https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy</a></p> |  |
| <b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b> | <ul style="list-style-type: none"> <li>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>. These staff can attend school as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.</li> <li>If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate, and an individual risk assessment should be used to record discussions and any agreed measures, over and above the school-based risk assessment, which is specific to a particular member staff.</li> </ul> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) should attend the workplace.</p>   |  |
| <b>Employer health and safety, and equalities duties</b>                        | <ul style="list-style-type: none"> <li>Schools have a legal obligation to protect their employees, and others, including children, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to children and staff and help schools to meet their legal duties to protect employees and others from harm.</li> </ul>   |  |

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|                         | <ul style="list-style-type: none"> <li>The Health and Safety Executive published guidance on <a href="#">first aid</a> during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hand</li> </ul>   |  |
| <b>Supporting staff</b> | <ul style="list-style-type: none"> <li>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>All employers have a duty of care to their employees, and this extends to their mental health. The Trust and schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about attending school. Resources are signposted regularly via the Wednesday Whistle and available via the WeST Staff Portal ‘Mental Health Resources and Support’ section (user-name and log-in available from school offices or HR).</li> <li>DfE is also providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers and Wellbeing for Education return programme is available. <ul style="list-style-type: none"> <li><a href="https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a></li> <li><a href="https://www.gov.uk/government/publications/wellbeing-for-education-return-grant-s31-grant-determination-letter">https://www.gov.uk/government/publications/wellbeing-for-education-return-grant-s31-grant-determination-letter</a></li> </ul> </li> <li>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing: <a href="https://www.educationsupport.org.uk/">https://www.educationsupport.org.uk/</a></li> </ul>  |  |
| <b>Staff deployment</b> | <ul style="list-style-type: none"> <li>Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Leaders should discuss and agree any changes to staff roles with individuals.</li> <li>It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s <a href="#">workload reduction toolkit</a>.</li> <li>DfE has also published a range of resources, including <a href="#">case studies to support remote education</a> and help address staff workload, this includes case studies on managing wellbeing.</li> </ul> <p><b>Deploying support staff and accommodating visiting specialists</b></p> <ul style="list-style-type: none"> <li>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> <li>Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). Any redeployments should not be at the expense of supporting pupils with SEND. Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.</li> <li>When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity. Full guidance is provided in part 3 of <a href="#">keeping children safe in education</a>.</li> </ul> <p><b>Supply teachers and other temporary or peripatetic teachers</b></p> <ul style="list-style-type: none"> <li>Schools can continue to engage supply teachers and other supply staff during this period.</li> <li>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic</li> </ul> |  |

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|   | <p>teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</p> <ul style="list-style-type: none"> <li>• To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year.</li> <li>• This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such sports coaches, and those engaged to deliver before and after school clubs.</li> </ul> <p><b>Volunteers</b></p> <ul style="list-style-type: none"> <li>• Volunteers may be used to support the work of the school, as would usually be the case.</li> <li>• It is important that they are properly supported and given appropriate roles.</li> <li>• Where schools are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of <a href="#">keeping children safe in education</a>.</li> <li>• Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.</li> <li>• Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.</li> </ul> |  |
| <b>Protocol for external visitors</b>             | <ul style="list-style-type: none"> <li>• Be clear that pupils, parents, carers or any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus.</li> <li>• Tell parents that if their child needs to be accompanied to school, only one parent should attend.</li> <li>• Tell parents and young people their allocated drop off and collection times (where they exist) 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>• All visitors must hand sanitise immediately upon entry to the school.</li> <li>• Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, and hygiene suppliers.</li> </ul>   |  |
| <b>Recruitment</b>                                | <ul style="list-style-type: none"> <li>• Recruitment should continue as usual.</li> <li>• As DfE guidance advises limiting the number of visitors, it may be appropriate for schools to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible.</li> <li>• Where face-to-face meetings are arranged, schools should make clear to candidates that they must adhere to the system of controls that schools have in place, including the mandatory wearing of face coverings, unless exempt</li> <li>• When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks. We refer schools to part 3 of the statutory guidance keeping children safe in education.</li> </ul>  |  |
| <b>Expectation and deployment of ITT trainees</b> | <ul style="list-style-type: none"> <li>• We very much encourage schools to consider hosting ITT trainees.</li> <li>• Schools should consider how they could host ITT trainees, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs.</li> <li>• Deployment decisions will need to take into account the skills and capacity of the trainees in question.</li> <li>• Trainees could: <ul style="list-style-type: none"> <li>○ take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons</li> <li>○ be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues</li> </ul> </li> </ul>   |  |

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|                           | <ul style="list-style-type: none"> <li>○ develop or engage in working groups to share best practice around resilience, commitment and team-working</li> <li>○ work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload.</li> </ul>  |  |
| <b>Staff taking leave</b> | <ul style="list-style-type: none"> <li>● The government has set a requirement for people returning from some countries to quarantine for 10 days on their return. The latest guidance on quarantine can be accessed at <a href="#">coronavirus (COVID-19): how to self-isolate when you travel to the UK</a>.</li> <li>● As would usually be the case, staff will need to be available to work in school during term time. We recommend that school leaders discuss leave arrangements with staff to inform workforce planning.</li> <li>● There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.</li> <li>● Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.</li> </ul>   |  |
| <b>Safeguarding</b>       | <ul style="list-style-type: none"> <li>● Schools should revise their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, <a href="#">keeping children safe in education</a> and should refer to the <a href="#">coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</a>.</li> <li>● Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. Designated safeguarding leads will be best placed to co-ordinate multi-agency working within a school, including communication with school nurses.</li> <li>●</li> <li>● Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.</li> </ul> |  |
| <b>Catering</b>           | <ul style="list-style-type: none"> <li>● We expect kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</li> <li>● School kitchens can continue to operate, but must comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</li> </ul>  |  |
| <b>Breaks/lunches</b>     | <ul style="list-style-type: none"> <li>● It is recommended that breaks and lunches should be staggered to reduce mixing between class/year group bubbles. This will also reduce pressure on food serving/dining areas.</li> <li>● Where possible, schools may consider 'zoning' pupils to areas of the school.</li> <li>● Complete separation may not be possible but any measures that limit the number of pupils interacting at any one time, will reduce risk.</li> </ul>   |  |
| <b>Educational visits</b> | <ul style="list-style-type: none"> <li>● The government continue to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>.</li> <li>● In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.).</li> <li>● This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum.</li> </ul>   |  |



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|  | <ul style="list-style-type: none"> <li>As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues.</li> <li>Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits and make sure that the appropriate insurance arrangements are in place.</li> </ul>  |  |
| <b>School Uniform</b>                                    | <ul style="list-style-type: none"> <li>From the autumn term, full school uniform should be worn.</li> <li>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> <li>Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</li> <li>Increased ventilation may make school buildings cooler than usual over the winter months. While schools will want to maintain the benefits of their uniform, they may wish 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, schools should ensure that no extra financial pressure is placed on parents.</li> </ul>  |  |
| <b>Extra-curricular provision</b>                        | <ul style="list-style-type: none"> <li>Schools should be working to resume any breakfast and after-school provision, where possible, in all local restriction tiers. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</li> <li>Where it is not possible or is impractical to group children in the same bubbles as they are in during the school day (for example, if one or two children are attending wraparound provision) from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups. with the same children each time, as far as this is possible.</li> <li>The DfE recognises that schools may need to respond flexibly and build their wraparound provision up over time. Such provision will however help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</li> <li>Schools can consult the guidance produced for <a href="#">providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</a>, as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE has also issued <a href="#">guidance for parents and carers</a>, which schools may want to circulate.</li> <li>Schools may also choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. In doing so, schools should ensure they work with providers to consider how they can operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on <a href="#">working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities</a>.</li> </ul> <p>Schools should also read the <a href="#">local restriction tiers guidance</a> to find out what tier their area is in and the additional restrictions that apply. Currently, schools can continue to offer all before and after-school educational activities and wraparound childcare in all local restriction tiers.</p> |  |
| <b>Contingency planning for local outbreaks/lockdown</b> | <ul style="list-style-type: none"> <li>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). (see section on <a href="#">remote education support</a>).</li> <li>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining</li> </ul>  |  |

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|                        | <p>open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils. . Please see the Tier 2 Addendum Risk Assessment for further details.</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Remote education expectations</b></p> <ul style="list-style-type: none"> <li>• Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</li> <li>• In developing these contingency plans, all WeST schools should: <ul style="list-style-type: none"> <li>○ Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations.</li> <li>○ Give access to high quality remote education resources.</li> <li>○ Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use.</li> <li>○ Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.</li> <li>○ Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</li> </ul> </li> <li>• When teaching pupils remotely, all WeST schools should: <ul style="list-style-type: none"> <li>○ Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.</li> <li>○ Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.</li> <li>○ Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.</li> <li>○ Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.</li> <li>○ Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding.</li> <li>○ Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.</li> </ul> </li> <li>• We expect schools to consider these expectations in relation to the pupils’ age, stage of development and/or special educational needs, for example where this would place significant demands on parents’ help or support.</li> <li>• We expect schools to avoid an over-reliance on long-term projects or internet research activities.</li> <li>• The DfE requires all schools to publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021</li> </ul> |  |
| <p><b>Cleaning</b></p> | <ul style="list-style-type: none"> <li>• Ensure that all staff follow the COVID-19: cleaning of non-healthcare settings guidance.</li> <li>• Ensure that sufficient handwashing facilities are available.</li> <li>• Provide hand sanitiser in all classrooms and communal areas.</li> <li>• Clean all surfaces that young people are touching, such as books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</li> </ul>  |  |

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|  | <ul style="list-style-type: none"> <li>• Ensure that all adults and pupils frequently wash their hands with soap and water for at least 20 seconds and dry thoroughly.</li> <li>• Ensure that all staff and pupils sanitise their hands-on arrival at school, before and after eating, and after sneezing or coughing.</li> <li>• Ensure that help is available for pupils and young people who have trouble cleaning their hands independently.</li> <li>• Ensure that bins for tissues are emptied throughout the day.</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> <li>• Work with the WeST Estates Team to ensure proportionate supplies of soap, sanitising gel and cleaning products if needed.</li> <li>• Discuss with cleaning contractors, staff and the WeST Estates Team the additional cleaning requirements and agree additional hours to allow for this.</li> </ul> |  |
| <b>Staff meetings and training</b>                 | <ul style="list-style-type: none"> <li>• Physical staff meetings (inc. departmental and SLT meetings) should be kept to an absolute minimum and should only take place for a short period of time, in a well-ventilated room, where 2-metre social distancing can be maintained.</li> <li>• In response to the new CV-19 variant, face coverings should be worn by all staff (unless exempt) during all physical staff meetings.</li> <li>• Schools are strongly advised to avoid holding meetings where all senior leaders are together (or timetabled within the same bubble). A positive CV case could result in the whole senior leadership entering isolation for 14-days.</li> <li>• The use of MS Teams is advised as a safe way to hold meetings and training.</li> </ul>   |  |
| <b>Parents' Evenings / Open Evenings</b>           | <ul style="list-style-type: none"> <li>• Parents' evenings and Open Evenings should not take place until further notice.</li> </ul>   |  |
| <b>Estates Mechanical, Electrical and Building</b> | <ul style="list-style-type: none"> <li>• Follow the Estates School Opening Action plan (Appendix 3) for the preparation required to open a school.</li> <li>• Once the school is in operation, it is important to ensure good ventilation and maximising this wherever possible, for example, opening windows and propping open doors, as long as they are not fire doors, where safe to do so (bearing in mind safeguarding in particular). Advice on this can be found in <a href="#">'Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak'</a></li> </ul>   |  |