



## **Response to DfE Guidance & Associated Risk Assessments**

This response to the Government’s guidance and the associated risk assessment, is based on the DfE documents, “Schools coronavirus (COVID-19) operational guidance” and “Additional operational guidance for special schools, special post-16 institutions and alternative provision” published on **22nd February 2021** and should be read in conjunction with those guidance.

**This risk assessment does not directly comment on the level of risk, but rather how the school has implemented the protective measures recommended by Government. This is because of the variable nature of risk resulting from changes in prevalence and replication rates, and an absence of sufficiently clear evidence regarding levels of risk or the direct impact on reducing risk that any mitigating actions may have.**

<b>Public health advice</b>		
<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>We have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this guidance. Based on the latest evidence, including the recent ONS data, PHE and DHSC advise that the risks to education staff are no different from those for most other occupations.</p>	<p>Data associated with the prevalence of Covid-19 both within the immediate locality and within the broader school catchment will be used to inform decision making in combination with the updated Government guidance.</p> <p>Staff have now been offered their first dose of the vaccine and based on a staff survey, 95% of the 70 respondents had taken up the offer.</p>	

Implementing the system of controls, creates a safer environment for pupils and staff where the risk of transmission of infection is substantially reduced. The way to control this virus is the same, even with the current new variants. We are further strengthening the measures, to provide more reassurance and to help decrease disruption the virus causes to education. Where something is essential for public health reasons, as advised by PHE, we have said ‘must’. Where there is a legal requirement we have made that clear. This guidance does not create any new legal obligations.

You must comply with health and safety law and put in place proportionate control measures.

You should:

- review your health and safety risk assessments
- address the risks identified using the system of controls

All elements of the PHE endorsed system of controls are essential. All settings need to cover all key elements, but the way you implement the elements will differ based on your individual circumstances.

The risk assessment has been reviewed in light of the updated guidance and will continue to be reviewed regularly in line with changes to guidance or the need to adapt operational practice within the school.

Active monitoring of adherence to the enhanced hygiene protocols will take place throughout the day by SLT. Key areas for improvement will be addressed through the daily staff briefing, with teachers cascading information to class teams.

Covid-19 Health and Safety to be a standing item on SLT Meetings and whole school staff Zoom meetings.

Protective measures have been summarised and each class provided with a copy.

Individual conversations will be available for those who have specific concerns or suggestions for improvements to practice.

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<b>Health and safety legislation</b>		
<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>

<p>Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within your setting.</p> <p>To support the wider return of more pupils and students, you should consider any additional risks and control measures needed to enable a return to full capacity. To prepare for this you should:</p> <ul style="list-style-type: none"> <li>• update your risk assessment</li> <li>• make sure you're following the system of controls to reduce the risk to the lowest reasonably practicable level</li> <li>• have a contingency plan in place for any local outbreaks or changes in restrictions</li> <li>• communicate any changes in your processes with parents and carers</li> </ul> <p>You should implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.</p> <p>You must continue reviewing and updating your risk assessments, treating them as “living documents” as the circumstances at your school or college and the public health advice changes. This includes having active arrangements in place to monitor that the controls are:</p> <ul style="list-style-type: none"> <li>• effective</li> <li>• working as planned</li> </ul> <p>You should notify your staff and their health and safety representatives of review outcomes.</p>	<p>The risk assessment has been reviewed in light of the updated guidance and will continue to be reviewed regularly in line with changes to guidance or the need to adapt operational practice within the school.</p> <p>Active monitoring of adherence to the enhanced hygiene protocols will take place throughout the day by SLT. Key areas for improvement will be addressed through the daily staff briefing, with teachers cascading information to class teams.</p> <p>Covid-19 Health and Safety to be a standing item on SLT Meetings and whole school staff Zoom meetings.</p> <p>Protective measures have been summarised and each class provided with a copy.</p> <p>Individual conversations will be available for those who have specific concerns or suggestions for improvements to practice.</p> <p>The risk assessment is published on the school website for staff and families to be able to access, and will be actively shared with Governors and Union representation when republished.</p> <p>The schools has plans in place for the disruption to education and for communicating changes with staff and families rapidly.</p>	<p>Some staff and families do not make use of the digital communication system so will need to be contacted individually in the event urgent information needs to be shared.</p>
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## **The System of Controls**

### **We will always:**

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

### **In specific circumstances we will:**

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

### **In response to any infection we will always:**

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

## **Prevention:**

<b>Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the setting</b>		
<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p><b>When an individual develops coronavirus (COVID-19) symptoms or has a positive test</b></p> <p>Pupils, students, staff and other adults must not come into the setting if:</p> <ul style="list-style-type: none"> <li>• they have one or more coronavirus <u>(COVID-19) symptoms</u></li> <li>• a member of their household (including someone in their <u>support</u> or <u>childcare</u> bubble if they have one) has coronavirus (COVID-19) symptoms</li> <li>• they are required to quarantine having <u>recently travelled from certain other countries outside the Common Travel Area</u></li> <li>• they have had a positive test</li> <li>•</li> </ul> <p>They must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> <li>• the start of their symptoms</li> <li>• the test date if they didn't have any symptoms but have had a positive test (whether this was a <u>Lateral Flow Device (LFD)</u> or <u>Polymerase Chain Reaction (PCR) test</u>)</li> </ul> <p>You must follow this process and ensure everyone onsite or visiting is aware of it.</p>	<p>Families and staff informed of isolation protocol should they or one of their household become unwell with Covid-19 symptoms.</p> <p>Transport services informed of any child who should be self-isolating and the duration for which they should not be attending school.</p> <p>If a child presents at school whilst they should be self isolating, then they will be treated as if they became unwell whilst in school and isolated from the school community by staff wearing appropriate PPE whilst awaiting their collection.</p> <p>Staff are being provided with twice weekly voluntary access to Lateral Flow Testing via the Home Testing process. This will take place on Sundays and Wednesdays. Staff will be expected to notify the Headteacher email account of any positive test outcomes.</p> <p>Visual information in place around the school regarding the common symptoms and expected actions.</p>	<p>The nature of many of our pupils' needs means that regular asymptomatic testing is not possible, due to the difficulties pupils would have in tolerating the process of being tested. Discussions will take place with families to determine whether any of them would like their child to participate.</p>

Anyone told to isolate by NHS Test and Trace or by their public health protection team, has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on [NHS Test and Trace: how it works](#).

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

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

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

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

In non-residential settings, if a child or young person/student displays coronavirus (COVID-19) symptoms, or has a positive test, while at their setting they should avoid using public transport and wherever possible, be collected by a member of their family or household.

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

In the event that school transports a pupil and/or members of their family who are symptomatic, for example to support access to Covid-19 testing, or to return home should the family not be able to collect, then a sixteen seater minibus will be used, with the driver wearing PPE and the pupil/family wearing face masks if they are able to do so. The family will be seated at the back of the vehicle in order to maximise the distance between them and the driver.

School's own transport route has aligned its hygiene protocols with Oxfordshire County Council's fleet transport systems.

<p>If a child is awaiting collection:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• a window should be opened for ventilation if it is safe to do so.</li> <li>• If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</li> </ul>	<p>Covid-19 response packs, containing four fluid resistant face masks, two pairs of medium gloves, two pairs of large gloves, four disposable aprons and two pairs of protective goggles, will be stored in all bubbles and in strategic locations to ensure ease of access.</p> <p>Isolation will take place in the nearest suitable empty room which will be cleaned once the pupil has been collected.</p> <p>PPE associated with contact with a symptomatic pupil or member of staff should to be disposed of by placing it in a plastic clinical waste bag and sealed by tying the top. A member of SLT should then be informed.</p> <p>The bag will then be dated and placed in a secure location before being disposed of in the clinical waste bin once the 72 hour period has elapsed, unless collection of the bin is more than 72 hours later, in which case it can be disposed of directly into the bin.</p>	<p>Due to the complexity of need, some pupils will be unable to observe social distancing or may require close contact support for behavioural or emotional reasons.</p> <p>Due to the school being at the limits of its physical capacity, the nearest available and suitable empty space may be some distance from the classroom.</p>
<p>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.</p>	<p>If a bathroom is required, a single occupancy bathroom will be prioritised and cleaned after use.</p> <p>For some, otherwise independent pupils, the need to go to the bathroom may necessitate sustained close contact from more than one member of staff. In these situations, PPE, including face mask and goggles will be used, even if not being used for supervision.</p>	

<p>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).</p> <p>More information on PPE use can be found in the <a href="#">safe working in education, childcare and children’s social care settings guidance</a>.</p>	<p>Covid-19 response packs, containing four fluid resistant face masks, two pairs of medium gloves, two pairs of large gloves, four disposable aprons and two pairs of protective goggles, will be stored in all in use classrooms and in strategic locations to ensure ease of access.</p> <p>PPE associated with contact with a symptomatic pupil or member of staff should to be disposed of by placing it in a plastic clinical waste bag and sealed by tying the top. A member of SLT should then be informed.</p> <p>The bag will then be dated and placed in a secure location before being disposed of in the clinical waste bin once the 72 hour period has elapsed, unless the clinical waste will not be collected for at least 72 hours, in which case it can go straight in the clinical waste bin.</p>	<p>Due to the complexity of need, some pupils will be unable to observe social distancing or may require close contact support for behavioural or emotional reasons.</p>
<p>In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to do so.</p> <p>Public Health England (PHE) has good evidence that routinely taking the temperature of pupils and students is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p> <p>Any member of staff who has provided close contact care to someone with symptoms while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> <li>• if the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (<a href="#">in which case, they should arrange a test</a>)</li> <li>• they have been requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)</li> <li>• they have tested positive from an LFD test as part of a community or worker programme</li> </ul>		

<p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left, to reduce the risk of passing the infection on to other people. See <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>	<p>Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.</p> <p>Anti-Bac sprays located in all classrooms and key locations for frequent through day use. Anti-bac wipes located in all classrooms and key locations for frequent through day use.</p> <p>Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need. Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.</p> <p>Signage in place throughout the school to promote enhanced hygiene by both pupils and staff.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p>
<p>If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so.</p>	<p>School staff are reinforcing the need to self isolate with members of the school's wider community.</p>	

**2.Ensure face coverings are used in recommended circumstances**

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
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<p>Where pupils and students in year 7 (which would be pupils and students who were aged 11 or over on 31 August 2020) and above are educated, we recommend that face coverings should be worn by adults and pupils or students when moving around the premises outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils or students when outdoors on the premises.</p> <p>In addition, we now also recommend in those schools that face coverings should be worn in classrooms/during activities unless social distancing can be maintained.</p> <p>This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. More information can be found in the <a href="#">face coverings guidance</a>. We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until <b>Easter</b>. As with all measures, we will keep it under review and update guidance at that point.</p>	<p>Due to the nature of the pupils' requirements, the school will take a developmental approach to the use of face coverings by pupils in school. As such, only those who can independently manage and tolerate the use of face coverings will use them in and around the school.</p> <p>All staff, irrespective of the Key Stage they work in, who feel that they would benefit from wearing a face covering, either to reduce the general risk to themselves, or to reduce the risk associated with particular task, roles or responsibilities, will be welcome to wear one.</p> <p>Staff will be asked to consider the impact of face cover wearing on the delivery of education, general communication or the support of complex behaviour and wellbeing, and where necessary put in place alternative protective measures such as sitting side by side or increasing the distance between themselves and the pupils as an alternative to wearing a face covering.</p> <p>Face coverings will be worn by staff who regularly circulate within the school, such as the Senior Leadership Team. Visitors to the school will be requested to wear face coverings.</p> <p>Staff will be sensitive to the emotional impact that the use of face coverings within the school may have and will take the time to discuss their use with pupils.</p>	<p>Some pupils will not be able to independently put on or remove face coverings, or will not tolerate their use, or use them appropriately.</p> <p>The educational, communicative and behavioural requirements of the pupils may mean that the use of face coverings has a materially detrimental impact on their education and wellbeing. In these situations alternative protective measures will be considered, such as changing the position of the member of staff or increasing the distance between staff and the pupil where possible and/or appropriate.</p>
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In primary schools, face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.

Transparent face coverings which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate can also be worn. There is currently limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be more effective in reducing the spread of coronavirus (COVID-19) than not wearing a face covering at all.

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

Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission. In an education setting environment they are unlikely to offer appropriate protection to the wearer.

Staff will be requested to wear a face covering if they are unable observe social distancing when in the presence of staff from other bubbles or visitors.

Staff will be requested to wear a face covering when moving around the school outside of their bubble.

Secondary age pupils who can independently manage and tolerate the use of face coverings will be asked to use them when moving around the school.

Transparent face coverings are not currently used within the school, however this will be kept under review based on emerging evidence of effectiveness and the broader impact of any increase in the use of face coverings around the school.

Pupils or staff who use face visors or shields will be advised not to do so.

## Exemptions

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

- cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties
- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate

The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.

### Access to face coverings

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

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

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

No-one should be excluded from education on the grounds that they are not wearing a face covering.

The school will secure a supply of disposable face coverings that can be used to support those families who find it difficult to access face coverings, or where a face covering has become soiled or unsafe. These will be for use during the school day.

Disposable face coverings will be provided to staff for the purpose of them carrying out their roles in school.

All face coverings procured by the school will be the IIR Fluid resistant surgical masks.

Due to the complexity of need, some pupils may find it difficult to follow the guidance associated with face coverings and as such may need access to a higher than expected number of face coverings in order to ensure hygienic use.

**Safe wearing and removal of face coverings**

You should have a process for when face coverings are worn within your school or college, and how they should be removed. You should communicate this process clearly to pupils, students, staff and visitors and allow for adjustments to be made for children and young people with special educational needs and disability (SEND) who may be distressed if required to remove a face covering against their wishes.

The school has made available information regarding the safe donning and doffing of PPE to support staff and pupils.

The soiled face covering will be disposed of in the clinical waste if it is disposable, or put in a clear plastic bag and sent home if it is reusable.

Due to the complexity of need, some pupils may find it difficult to follow the guidance associated with face coverings and as such may need access to a higher than expected number of face coverings in order to ensure hygienic use.

In line with expectations for effective communication, staff will be sensitive around communicating transitions associated with the putting on or removal of face coverings.

Safe wearing of face coverings requires the:

- cleaning of hands before and after touching – including to remove or put them on
- 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. Staff, pupils and students may consider bringing a spare face covering to wear if their face covering becomes damp during the day.

Staff will talk pupils through the process of safely putting on and taking off of face coverings, using the PHE guidance documentation.

The school will secure a supply of disposable face coverings that can be provided to pupils whose face covering has become soiled.

The soiled face covering will be disposed of in the clinical waste if it is disposable, or put in a clear plastic bag and sent home if it is reusable.

Due to the complexity of need, some pupils may find it difficult to follow the guidance associated with face coverings and as such may need access to a higher than expected number of face coverings in order to ensure hygienic use.

<p>You must instruct pupils and students to:</p> <ul style="list-style-type: none"> <li>not to touch the front of their face covering during use or when removing it</li> <li>dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)</li> <li>place reusable face coverings in a plastic bag they can take home with them</li> <li>wash their hands again before heading to their classroom.</li> </ul>	<p>Staff will talk pupils through the process of safely putting on and taking off of face coverings, using the PHE guidance documentation.</p> <p>The school will secure a supply of disposable face coverings that can be provided to pupils whose face covering has become soiled. The soiled face covering will be disposed of in the clinical waste if it is disposable, or put in a clear plastic bag and sent home if it is reusable.</p>	
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Separate guidance is available on:

- preventing and controlling infection, including the use of PPE, [in education, childcare and children's social care settings](#)

### **3. Ensure everyone is advised to clean their hands thoroughly and more often than usual**

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils and students clean their hands regularly, including:</p> <ul style="list-style-type: none"> <li>when they arrive at the setting</li> <li>when they return from breaks</li> <li>when they change rooms</li> <li>before and after eating</li> </ul>	<p>Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.</p> <p>Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need. Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.</p> <p>Signage in place throughout the school to promote enhanced hygiene.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p>

<p>Consider how often pupils, students and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</p> <p>Staff working with pupils and students who spit uncontrollably may want more opportunities to wash their hands than other staff.</p> <p>Pupils and students who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands.</p> <p>Continue to help pupils and students with complex needs to clean their hands properly.</p> <p>You will typically have handwash basins in or adjacent to classrooms, so you may be able to use these to maximise hand washing.</p>	<p>Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.</p> <p>Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need. Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.</p> <p>All classrooms have access to hand basins either within or adjacent to the classroom.</p> <p>Signage in place throughout the school to promote enhanced hygiene.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p>
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<p>Frequent and thorough hand cleaning should now be regular practice. You should consider:</p> <ul style="list-style-type: none"> <li>• whether the setting has enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly</li> <li>• if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> </ul>	<p>All classrooms have access to hand basins either within or adjacent to the classroom.</p> <p>Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.</p> <p>Pupils will be closely monitored in their use of hand sanitiser in order to ensure that it is used appropriately.</p> <p>Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.</p> <p>If individuals have a particular sensitivity to repeated hand cleaning, they will be supported with alternative products to ensure enhanced hygiene is maintained.</p> <p>Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need.</p> <p>Those who require close supervision in order to use cleaning materials appropriately, will be identified by staff and supported as necessary.</p> <p>Signage in place throughout the school to promote enhanced hygiene.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p>
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#### 4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>The ‘catch it, bin it, kill it’ approach continues to be very important. Make sure enough tissues and bins are available to support pupils, students and staff to follow this routine.</p> <p>As with hand cleaning, settings must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates. The <a href="#">e-Bug coronavirus (COVID-19) website</a> contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>Some pupils and students 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 students and the staff working with them and is not a reason to deny these pupils and students face-to-face education.</p>	<p>Tissues located in all classrooms and other key locations. Bins to be emptied daily as minimum, but more frequently if there are high levels of use.</p> <p>Signage in place to promote enhanced hygiene.</p> <p>Pedal bins deployed to all classrooms and main shared areas.</p> <p>Staff support pupils to both understand the importance of, and complete, good respiratory hygiene dependent upon level of need.</p> <p>Pupils directly instructed to use tissues in response to pupil specific need, such as having coughed or sneezed. This will be supported by highlighting the importance of hand hygiene.</p> <p>If pupils develop a desire to spit uncontrollably or use saliva as a sensory stimulant then a risk assessment will be put in place to determine whether any further mitigations are necessary.</p> <p>Anti-Bac sprays located in all classrooms and key locations for frequent through day use. Anti-bac wipes located in all classrooms and key locations for frequent through day use.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p>

**5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents**

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:</p> <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms or shared areas that are used by different groups</li> <li>• frequently touched surfaces being cleaned more often than normal</li> <li>• cleaning toilets regularly</li> <li>• encouraging pupils and students to wash their hands thoroughly after using the toilet</li> <li>• if your site allows it, allocating different groups their own toilet blocks</li> </ul>	<p>Anti-Bac sprays located in all classrooms and key locations for frequent through day use. Anti-bac wipes located in all classrooms and key locations for frequent through day use.</p> <p>All classrooms and in use areas cleaned daily by contract cleaners.</p> <p>Frequently touched surfaces, equipment, chairs and tables within shared spaces will be cleaned by the classroom staff both before and after use by different groups.</p> <p>Emphasis has been placed on the need for cleaners to complete additional cleaning of frequently touched areas such as handles and hand rails.</p> <p>Communal doors and those with numeric door locks to be cleaned with anti-bac wipes before and after use.</p> <p>Due to the complexity of need of the pupils, it is likely that doors will need to be closed for safeguarding reasons. Signage will be used to promote the wiping of doors before and after use.</p>	<p>The volume of movement through numeric locked doors, necessary for safeguarding purposes will create additional risk. Staff will need to be vigilant in order to ensure that enhanced hygiene protocols are maintained.</p>

	<p>Classroom staff to clean toilet surfaces and handles between use by different groups of pupils. This is reinforced with appropriate signage</p> <p>Individual toilets have been allocated for use by specific bubbles and where possible this has been extended to individual classes.</p>	
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Public Health England has published guidance for [cleaning non-healthcare settings](#). This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.

**6. Minimise contact between individuals and maintain social distancing wherever possible**

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and education settings must consider how to implement this. You must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

The overarching principle to apply is reducing the number of contacts between pupils, students 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 the:

- pupil and student’s ability to distance
- layout of the building
- feasibility of keeping distinct groups separate while offering a broad curriculum or programme of learning

Maintaining distance or forming bubbles could be difficult in special settings, particularly given the need for staff to administer care support and provide therapies to the children and young people attending. However, the average number of pupils or students attending a special school or SPI is much lower than the average number in a mainstream school. This will help to limit the number of contacts for any individual.

## **How to group children and young people**

Consistent groups reduce the risk of transmission by limiting the number of children, young people and staff in contact with each other to only those within the group.

Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and to keep that number as small as possible.

When using larger groups, the other measures from the system of controls become even more important to minimise:

- transmission risks
- the numbers of pupils and staff who need to self-isolate.

Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.

Using small groups can:

- restrict the normal operation of education
- present educational and logistical challenges

You will need to consider:

- the cleaning and use of shared spaces, such as:
  - playgrounds
  - boarding houses
  - dining halls
  - toilets
- the provision of specialist teaching and therapies

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this won't affect the quality and breadth of teaching or access for support and specialist staff and therapists.</p>	<p>Class sizes are no more than ten pupils, supported at any one time by three support staff, one teacher and up to two midday carers.</p> <p>No more than one part-time arrangement in each class.</p> <p>Classes will be combined to create six bubbles based on EYFS, KS1 KS2, KS3, KS4 and KS5. These bubbles will be made up of two class groups, except two which will be made up of three, although one of these (KS5) will only contain 21 students so is closer to being two classes in number.</p> <p>Outside equipment must be wiped or sprayed with anti-bac spray prior to use and use by children from different bubbles.</p>	<p>It will not be possible to create bubbles that contain all siblings across the school, resulting in weaknesses in the integrity of the bubble approach.</p> <p>It will not be possible to transport pupils in bubble specific groups, resulting in significant weaknesses in the integrity of the bubble approach.</p> <p>In order to maintain staffing levels when staff are absent, we may need to make use of staff from other bubbles. This will be dynamically risk assessed in order to ensure that the most immediate and significant risk of harm is reduced and staff movements tracked for Track and Trace purposes.</p>

<p>Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils and students to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p>	<p>With the exception of the Hall, which is a much larger space, easily ventilated and easily cleaned, Shared teaching spaces are only to be used by any two classes per day, one morning and one afternoon, in order to ensure cleaning between uses.</p> <p>Frequently touched surfaces, equipment, chairs and tables within shared spaces will be cleaned by the classroom staff both before and after use by different groups.</p> <p>A staggered break has been introduced on both the Secondary and Primary playgrounds to ensure that no more than one bubble has use of it at any one time. Use of outside space will also be limited to one bubble at any one time on the EYFS play ground.</p> <p>Lunch in the hall will be limited to three well spaced groups from one bubble in order to maximise the space between them. Entry and exit to the hall, as well as the collection of meals will be actively managed by staff to avoid pinch points.</p> <p>Additional groups will eat in their classrooms or an alternative designated space.</p> <p>One way systems and the use of alternative entrances and exits will be implemented where possible. Umbrellas have been procured to support this.</p>	<p>It will not be possible to create bubbles that contain all siblings across the school, resulting in weaknesses in the integrity of the bubble approach.</p> <p>It will not be possible to transport pupils in bubble specific groups, resulting in significant weaknesses in the integrity of the bubble approach.</p> <p>The nature of the school site means that one-way systems will be limited without requiring external routes to be used, which may not be appropriate for all pupils during inclement weather due to complex health needs.</p> <p>In order to maintain staffing levels when staff are absent, we may need to make use of staff from other bubbles. This will be dynamically risk assessed in order to ensure that the most immediate and significant risk of harm is reduced.</p>
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<p>Both the approaches of separating groups and maintaining distance are not 'all or nothing' options and will still bring benefits even if implemented partially.</p> <p>You may keep children and young people in their class groups for most of the classroom time, but also allow mixing into wider groups for:</p> <ul style="list-style-type: none"> <li>• specialist teaching</li> <li>• wraparound care</li> <li>• transport</li> <li>• boarding pupils in one group residentially and another during the school day.</li> </ul> <p>Siblings may also be in different groups.</p>	<p>There will be an emphasis through staff briefings and day to day monitoring of the establishment and sustainment of the recommended systems of control:</p> <ol style="list-style-type: none"> <li>1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the setting.</li> <li>2) Ensure face coverings are used in recommended circumstances.</li> <li>3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.</li> <li>4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.</li> <li>5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</li> <li>6) Consider how to minimise contact across the site and maintain social distancing wherever possible.</li> <li>7) Keep occupied spaces well ventilated.</li> </ol>	<p>Due to the complexity of need, some pupils will be unable to function and engage successfully without direct adult support. This will necessitate additional close contact in order to support effective learning and development.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate social distancing. This will necessitate additional close contact in order to support effective learning and development.</p> <p>It will not be possible to create bubbles that contain all siblings across the school, resulting in weaknesses in the integrity of the bubble approach.</p> <p>It will not be possible to transport pupils in bubble specific groups, resulting in significant weaknesses in the integrity of the bubble approach.</p>
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<p>All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.</p>	<p>Where possible staff groups will be kept consistent and additional adults entering the classroom, such as therapists or social workers, will be kept to a minimum and social distancing observed where possible.</p> <p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> <li>1. Staff already working within the same bubble</li> <li>2. Staff already working in the same age phase</li> <li>3. Staff from an alternative age phase</li> </ol> <p>Volunteers and placement students will work within one bubble where possible. Where this is not possible contact with other bubbles will be minimised and social distancing observed where possible.</p> <p>Track and trace will be implemented for all external staff and an internal record of staff movements between bubbles will be kept.</p>	<p>Some class groups will not be safe to operate without a full complement of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p>
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### **Measures within the classroom or learning environment**

Maintaining a distance between people while inside and reducing the amount of time they are in face-to-face contact lowers the risk of transmission. There is strong public health advice that staff in secondary schools and colleges maintain distance from their pupils and students, 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 and young people. If not possible, additional social distancing mitigations will be required.

We know that this is not always possible, particularly when working with children and young people with complex needs, or those who need close contact care. Provide educational and care support for these pupils and students as normal, with other increased hygiene protocols in place to minimise the risk of transmission.

There will be an emphasis through staff briefings and day to day monitoring of the establishment and sustainment of the recommended systems of control:

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

Staff will use routine PPE as usual. This will be supplemented by single use Fluid Resistant face masks and visor for feeding (e.g. tube feeding), personal, behavioural or medical care that requires sustained close contact or involves pupils with poor saliva control or who are likely to spit.

Due to the complexity of need, some pupils will be unable to function and engage successfully without direct adult support. This will necessitate additional close contact in order to support effective learning and development.

Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate social distancing. This will necessitate additional close contact in order to support effective learning and development.

<p>Where possible, for example with older pupils and students with less complex needs who can self-regulate their behaviours without distress, they should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children, and some pupils and students with complex needs. It may also not be feasible where space does not allow. Doing this where you can, even some of the time, will help.</p>	<p>Staff will work with pupils on an individual developmental basis to support those for whom it is appropriate to develop and apply their understanding of maintaining additional distance.</p>	<p>Due to the complexity of need, some pupils will be unable to observe social distancing consistently and may unexpectedly seek close contact.</p>
<p>When staff, pupils and students cannot maintain distancing, the risk can be reduced by keeping pupils and students in the smaller, class-sized groups.</p>	<p>Where possible staff groups will be kept consistent and additional adults entering the classroom will be kept to a minimum and social distancing observed where possible. Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> <li>1. Staff already working within the same bubble</li> <li>2. Staff already working in the same age phase</li> <li>3. Staff from an alternative age phase</li> </ol> <p>Volunteers and placement students will work within one bubble where possible. Where this is not possible contact with other bubbles will be minimised and social distancing observed where possible.</p> <p>Track and trace will be implemented for all external staff and an internal record of staff movements between bubbles will be kept.</p>	<p>Some class groups will not be safe to operate without a full compliment of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p>

<p>You should make small adaptations to the classroom or learning environment to support distancing where possible. That should include seating pupils or students side by side and facing forwards, rather than face-to-face or side on. It might also include moving unnecessary furniture out of the classroom or learning environment to make more space.</p>	<p>Class teachers will evaluate on an individual basis what proportionate adjustments can be made to further reduce risk, based on the specific requirements of the children within the class.</p>	<p>The educative and communicative requirements of many pupils within the school means that face to face interaction is necessary.</p>
<p><b>Measures elsewhere</b></p> <p>You should avoid large gatherings such as assemblies or collective worship with more than one group.</p>	<p>A staggered break has been introduced on both the Secondary and Primary playgrounds to ensure that no more than one bubble has use of it at any one time. Use of outside space will also be limited to one bubble at any one time on the EYFS play ground.</p> <p>Lunch in the hall will be limited to three well spaced groups from one bubble in order to maximise the space between them. Entry and exit to the hall, as well as the collection of meals will be actively managed by staff to avoid pinch points.</p> <p>Additional groups will eat in their classrooms or an alternative designated space.</p> <p>Assembly will be delivered remotely.</p> <p>All staff meetings will be arranged remotely.</p>	

<p>When timetabling, groups should be kept apart and movement around the school or setting kept to a minimum. While passing briefly in the corridor, playground or outdoor space is low risk, avoid creating busy corridors, entrances and exits. Consider staggered break times and lunch times. Make sure you allow time for cleaning surfaces in the dining hall or canteen between groups.</p>	<p>With the exception of the Hall, which is a much larger space, easily ventilated and easily cleaned, Shared teaching spaces are only to be used by any two classes per day, one morning and one afternoon, in order to ensure cleaning between uses.</p> <p>A staggered break has been introduced on both the Secondary and Primary playgrounds to ensure that no more than one bubble has use of it at any one time. Use of outside space will also be limited to one bubble at any one time on the EYFS play ground.</p> <p>Start and end of the day will be phased to reduce the volume of people coming in and out of school at any one time.</p> <p>One way systems and the use of alternative entrances and exits will be implemented where possible. Umbrellas have been procured to support this.</p> <p>Lunch in the hall will be limited to three well spaced groups from one bubble in order to maximise the space between them. Entry and exit to the hall, as well as the collection of meals will be actively managed by staff to avoid pinch points.</p> <p>Additional groups will eat in their classrooms or an alternative designated space.</p>	<p>The nature of the school site means that one-way systems will be limited without requiring external routes to be used, which will not be appropriate for all pupils during inclement weather.</p> <p>For immediate pupil safety purposes, gaps in staffing will need to be covered and may require the use of staff from different bubbles. An internal record of staff movements between bubbles will be kept.</p>
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<p>You should also plan how shared staff spaces are set up and used to help staff to distance from each other.</p> <p>You should minimise the use of staff rooms, although staff must still have a break of a reasonable length during the day.</p>	<p>Staff tea making facilities have been distributed between the staff kitchen and the teaching kitchen and bubble specific kettles provided.</p> <p>Staff have bubble specific areas assigned for lunch.</p> <p>Tea Towels and Jay Cloths are not to be used, with blue paper roll being used instead.</p> <p>No more than two people to be in the kitchen at any one time to maximise space between staff, and face coverings to be worn</p> <p>Social distancing to be observed during lunch times and no more than one bubble is to be present. Outside space to be used where possible.</p>	
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<p><b>Measures for arriving at, and leaving the setting</b></p> <p>Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave.</p> <p>Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include:</p> <ul style="list-style-type: none"> <li>condensing or staggering free periods or break time but retaining the same amount of teaching time</li> <li>keeping the length of the day the same but starting and finishing later to avoid busy periods</li> </ul> <p>You should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to:</p> <ul style="list-style-type: none"> <li>gather at the gates</li> <li>come onto the site without an appointment</li> </ul>	<p>A staggered break has been introduced on both the Secondary and Primary playgrounds to ensure that no more than one bubble has use of it at any one time. Use of outside space will also be limited to one bubble at any one time on the EYFS play ground.</p> <p>Class groups will collect from, and return pupils to, the buses on a phased basis, but within the normal time window, with each bubble going out at five minute intervals.</p> <p>Staff will actively manage the process to ensure that staff and pupils do not gather around the buses, or try and enter/exit the building at the same time.</p> <p>Parents who are dropping off their child will arrive no earlier than 9:20 and remain in their vehicle, wearing a face mask, until a member of staff arrives to collect their child. When collecting their child they will arrive prior to 3:00 and wait with their vehicle in the car park for their child to be brought to them.</p> <p>Parents dropping off at the school gate will be required to wear a face mask unless exempt and observe 2m social distancing, with signage in place to promote this.</p>	<p>The physical limitations of the school's site mean that there are significant challenges with getting vehicles and people on and off the site without creating clustering or pinch points. The school will be partly dependent upon the wider community self policing the observance of social distancing.</p>
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<p><b>Travelling to the setting</b></p> <p>Pupils, students and staff may use public transport where necessary, but we encourage them to walk, cycle or scoot to and from your education setting wherever it is possible and safe to do so. Where pupils, students and staff need to use public transport, they should follow the guidance.</p> <p><u>The transport to schools and other places of education: 2020 to 2021 academic year</u> guidance requires those involved in the provision of dedicated transport to setting to identify the risks. You should adopt measures to address those risks in a way that works in the local circumstances. Distancing should be maximised and mixing of groups should be minimised where possible and practical.</p> <p>People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to their education setting. People who are exempt do not need to wear a face covering.</p>	<p>The majority of pupils are transported to school as a result of their complexity of need or the distance which they live from the school. A significant number will still need to use county transport.</p> <p>Transport services have put in place their own protocols to minimise sustained close contact and how to respond to a suspected or confirmed case of Covid-19. The school's own contract aligns with that of OCC</p> <p>Families who wish to bring their children to school will be accommodated.</p> <p>Class groups will collect from, and return pupils to, the buses on a phased basis with each pair of bubbles going out at five minute intervals.</p> <p>Staff will actively manage the process to ensure that staff and pupils do not gather around the buses, or try and enter/exit the building at the same time.</p> <p>Parents who are dropping off their child will arrive no earlier than 9:20 and remain in their vehicle until a member of staff arrives to collect their child. When collecting their child they will arrive prior to 3:00 and wait with their vehicle in the car park for their child to be brought to them.</p>	<p>It will not be possible to transport pupils in bubble specific groups, resulting in significant weaknesses in the integrity of the bubble approach.</p>
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<p><b>e. Other considerations</b></p> <p>Some children and young people with SEND (whether with EHC plans or on SEN support) will need specific help and preparation for the changes to routine that these measures will involve, so staff should plan to meet these needs, for example using social stories.</p>	<p>Staff will work with pupils on an individualised basis in order to identify any pupils in need of additional support. Where necessary this support will be integrated into wider routines and learning opportunities.</p>	
<p>To make sure pupils and students with medical conditions are fully supported, work with:</p> <ul style="list-style-type: none"> <li>• local authorities</li> <li>• health professionals</li> <li>• regional schools’ commissioners</li> <li>• other services</li> </ul> <p>Use individual healthcare plans to help pupils and students receive an education in line with their peers. In some cases, the pupil’s and student’s medical needs will mean this is not possible, and educational support will require flexibility. Further information is available in the guidance on supporting pupils at school with medical conditions.</p>	<p>We will work with clinical staff to support them to observe the PPE requirements set out in their guidance. Where possible they will minimise contact and maintain as much distance as possible from pupils and other staff.</p> <p>No child will be denied education by the school on health grounds. Where attendance is not possible, the school will liaise with the family to put in place educational support.</p> <p>Volunteers and placement students will work within one bubble where possible. Where this is not possible contact with other bubbles will be minimised and social distancing observed where possible.</p> <p>Where possible, non-education related site visitors will be arranged for prior to 8:30 or after 3:30.</p> <p>Track and trace will be implemented for all external staff and visitors, and an internal record of staff movements between bubbles will be kept.</p>	<p>There may be some confusion for staff and pupils where clinical staff are required to wear face coverings as part of their role, even if they are fulfilling a similar function to those we do not require face coverings for.</p> <p>Some class groups will not be safe to operate without a full compliment of staff, particularly with regard to supporting pupils’ medical needs, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p>

<p>Specialists, therapists, clinicians and other support staff for pupils and students with SEND should provide interventions as usual. They, as well as supply teachers, peripatetic teachers or other temporary staff can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role. Settings should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the setting and across different groups. This will require close co-operation between settings and the other relevant employers.</p>	<p>We will work with clinical staff to support them to observe the PPE requirements set out in their guidance. Where possible they will minimise contact and maintain as much distance as possible from pupils and other staff.</p> <p>Track and trace will be implemented for all external staff and visitors, and an internal record of staff movements between bubbles will be kept.</p> <p>Details of the schools systems and processes will be provided on arrival to ensure adherence with school risk assessment.</p> <p>Visitors to the site will be expected to operate in a socially distanced manner where at all possible and wear a face covering unless exempt from doing so.</p> <p>Where possible, non-education related site visitors will be arranged for prior to 8:30 or after 3:30.</p> <p>Deliveries will be arranged as contactless where at all possible.</p> <p>Catering staff have their own direct entrance and exit to the kitchen and will observe social distancing where possible.</p> <p>Staff will collect meals from the kitchen to provide to pupils reducing the number of interactions with catering staff.</p>	<p>Due to the specific requirements of the pupils within the school, some visitors may need to have sustained close contact in order to fulfil the purpose of their visit, for example fitting mobility equipment. School will support visitors in observing their own protective measures, even where these are different to our own.</p>
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<p>You should have discussions with key contractors about the setting's control measures and ways of working. They should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school, college or FE provider hours, they should. A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</p>	<p>Visitors to the site will be expected to operate in a socially distanced manner where at all possible and wear a face covering unless exempt from doing so.</p> <p>Cleaning staff will predominantly work before the pupils arrive and after they have left, with classroom staff supporting the enhance cleaning protocol during the school day. They will be required to wear a face covering when on site.</p> <p>Details of the schools systems and processes will be provided on arrival to ensure adherence with school risk assessment.</p> <p>Where possible, non-education related site visitors will be arranged for prior to 8:30 or after 3:30.</p> <p>All visitors will be logged, with additional details secured for track and trace purposes.</p>	
<p>As normal, you should engage with your local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with your settings control measures. These programmes are essential for pupil and student health and wellbeing and can also provide benefits for staff.</p>	<p>Immunisations take place in the school hall with space maximised and NHS staff changing PPE between the vaccination of different bubbles.</p>	

<p>Where a pupil or student routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil or student. Pupils and students should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils and students in this situation should not be isolated as a solution to the risk of greater contact when required by specific public health advice.</p>	<p>Inclusion partnerships will be maintained as a virtual arrangement only in order to reduce the risk of groups of children from more than one setting mixing. This will be reviewed in line with the guidance and in discussion with partner schools in order to determine at what point it may be safe to reinstate physical visits.</p>	
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## Equipment

For individual and very frequently used equipment, such as pencils and pens, staff, pupils and students should have their own items.

Classroom or learning environment 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, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should:

- clean it before it is moved between bubbles; or
- allow them to be left unused for a period of 48 hours (72 hours for plastics)

Staff will be advised to remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts), unless they have a specific, emotional, behavioural, therapeutic or educational purpose for either an individual child or children within the group.

Where pupils within a bubble are sharing toys or resources, these will be cleaned regularly with anti-bac spray and wipes.

Equipment will be reviewed in order to identify which can be cleaned as required and that which cannot. Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labelled as not for use, with the date of when they can be put back in to circulation noted.

Staff will be advised to minimise the storage of resources and equipment within the classroom in order to maximise available floor space and circulation space.

Outside equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different class groups, even when within the same bubble.

Equipment that has been used should also be sprayed or wiped at the end of the school day.

You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:

- restricted to one user
- left unused for a period of 48 hours (72 hours for plastics) between use by different individuals

Equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different class groups, even when within the same bubble.

Equipment that has been used should also be sprayed or wiped at the end of the school day.

Equipment will be reviewed in order to identify which can be cleaned as required and that which cannot. Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labelled as not for use, with the date of when they can be put back in to circulation noted.

Outdoor and playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of- school settings providers.

Pupils and students should limit the amount of equipment they bring into the setting each day, including essentials such as:

- lunch boxes
- hats and coats
- books
- stationery
- mobile phones

Bags are allowed.

Outside equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different class groups, even when within the same bubble.

Children will be encouraged not to bring things in from home, unless they have a specific, emotional, behavioural, therapeutic or educational purpose for either an individual child or children within the group.

Equipment will be reviewed in order to identify which can be cleaned as required and that which cannot. Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labelled as not for use, with the date of when they can be put back in to circulation noted.

Pupils, students and staff can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

**Parent and carers pick-up/drop-offs**

We know that travel to setting patterns differ greatly between settings. If those patterns allow, settings should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave the setting.

Staggered start and finish times should not reduce the amount of overall time pupils and students spend in the setting. A staggered start may, for example, include keeping the length of the day the same but starting and finishing later to avoid rush hour.

Settings should consider how to communicate this to parents and carers, and remind them about the process that has been agreed for drop off and collection, including that gathering at the setting entrance and otherwise coming onto the site without an appointment is not allowed.

Families who wish to bring their children to school will be accommodated.

Staff will actively manage the process to ensure that staff and pupils do not gather around the buses, or try and enter/exit the building at the same time. Additionally they will check to make sure that families are arriving at the correct time and adhering to the protocols.

Parents who are dropping off their child will arrive no earlier than 9:20 and remain in their vehicle until a member of staff arrives to collect their child. When collecting their child they will arrive prior to 3:00 and wait with their vehicle in the car park for their child to be brought to them.

Parents dropping off at the school gate will be required to wear a face mask unless exempt and observe 2m social distancing, with signage in place to promote this.

**7. Keeping occupied spaces well ventilated**

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
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<p>Good ventilation reduces the concentration of the virus in the air, which reduces the risks from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied an enclosed area.</p> <p>When the setting is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. This can be achieved by a variety of measures including:</p> <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 and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply</li> <li>• 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>	<p>Staff are encouraged to keep windows and doors open where possible in order to maximise the flow of fresh air. Where this is not possible windows and doors should be opened during periods of non-occupancy in order to flush the room with fresh air.</p> <p>Portable heaters to be deployed where necessary to maintain a comfortable room temperature.</p> <p>Internal doors are kept open where possible in order to maximise the flow of air around the building.</p> <p>Internal fire doors are on an automated door closure system enabling them to remain open.</p>	<p>Some pupil behave in a manner which results in them being a flight risk. In these situations, doors will not be able to be kept open and classes will prioritise the opening of windows.</p> <p>Some class groups contain pupils with complex respiratory issues and as such they will need to balance the risk of children becoming ill through exposure to cold conditions and the risk of not being able to implement additional ventilation. Where necessary additional clinical advice will be sought.</p>
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The Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](#) and [CIBSE coronavirus \(COVID-19\) advice](#) provides more information.

To balance the need for increased ventilation while maintaining a comfortable temperature, consider:

- opening high level windows in preference to low level to reduce draughts
- increasing the ventilation while spaces are unoccupied (for example between classes, during break and lunch, when a room is unused)
- providing flexibility to allow additional, suitable indoor clothing. For more information see the advice on [school uniform in the Schools coronavirus \(COVID- 19\) operational guidance](#)
- rearranging furniture where possible to avoid direct drafts

Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.

Staff are encouraged to keep windows and doors open where possible in order to maximise the flow of fresh air. Where this is not possible windows and doors should be opened during periods of non-occupancy in order to flush the room with fresh air.

Portable heaters to be deployed where necessary to maintain a comfortable room temperature.

Internal doors are kept open where possible in order to maximise the flow of air around the building.

Internal fire doors are on an automated door closure system enabling them to remain open.

The school operates a discretionary uniform policy and pupils and staff are encouraged to dress in a manner that enables them to be comfortable. As such individuals can adjust this as necessary.

Some class groups contain pupils with complex respiratory issues and as such they will need to balance the risk of children becoming ill through exposure to cold conditions and the risk of not being able to implement additional ventilation. Where necessary additional clinical advice will be sought.

**8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.**

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth.</p> <p>Most staff in schools and colleges will not require PPE beyond what they would normally need for their work. If a pupil or student already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</p> <p>Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:</p> <ul style="list-style-type: none"> <li>• 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>• performing <u>aerosol generating procedures (AGPs)</u></li> </ul>	<p>Staff will use routine PPE as usual. This will be supplemented by single use Fluid Resistant face masks and/or visor for feeding (e.g. tube feeding), personal, behavioural or medical care that requires sustained close contact or involves pupils with poor saliva control or who are likely to spit.</p> <p>Covid-19 response packs, containing four fluid resistant face masks, two pairs of medium gloves, two pairs of large gloves, four disposable aprons and two pairs of protective goggles, will be stored in all bubbles and strategic locations to ensure ease of access.</p> <p>Isolation will take place in an empty classroom which will be cleaned once the pupil has been collected.</p> <p>Staff will be requested to familiarise themselves with the information in the document “Donning and Doffing Standard Personal Protective Equipment (PPE)”</p> <p>Staff have been provided with access to an instructional video regarding the donning and doffing of standard PPE.</p> <p>PPE will be sourced through our normal suppliers and through the OCC Emergency PPE facility.</p>	<p>Due to the complexity of need, some pupils will be unable to observe social distancing or may require close contact support for behavioural or emotional reasons.</p> <p>Due to the school being at the limits of its physical capacity, the nearest available and suitable empty space may be some distance from the classroom.</p>

	<p>PPE associated with contact with a symptomatic pupil or member of staff should to be disposed of by placing it in a plastic clinical waste bag and sealed by tying the top. A member of SLT should then be informed.</p> <p>The bag will then be dated and placed in a secure location before being disposed of in the clinical waste bin once the 72 hour period has elapsed, unless collection of the bin is more than 72 hours later, in which case it can be disposed of directly into the bin.</p>	
<p>When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID- 19) symptoms, only any PPE that would be routinely worn, should be worn.</p> <p>The guidance on <u>safe working in education, childcare and children’s social care</u> for more information about preventing and controlling infection. This includes:</p> <ul style="list-style-type: none"> <li>• when, how PPE should be used</li> <li>• what type of PPE to use</li> <li>• and how to source it</li> </ul>	<p>Staff will use routine PPE as usual. This will be supplemented by single use Fluid Resistant face masks and/or visor for feeding (e.g. tube feeding), personal, behavioural or medical care that requires sustained close contact or involves pupils with poor saliva control or who are likely to spit.</p> <p>Anti-Bac sprays located in all classrooms and key locations for frequent through day use. Anti-bac wipes located in all classrooms and key locations for frequent through day use.</p> <p>All classrooms and in use areas cleaned daily by contract cleaners.</p> <p>Where pupils habitually spit, an additional risk assessment will be put in place to support the safe management of saliva and reduce the risk to staff and pupils.</p>	

### 9. Promote and engage in asymptomatic testing, where available

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Rapid testing remains a vital part of our plan to suppress this virus. Schools and colleges should follow the guidance set out for their settings:</p> <ul style="list-style-type: none"> <li>• <u>Specialist settings</u></li> </ul>	<p>The school is supporting the use of twice weekly home testing. This will take place on Sundays and Wednesdays with positive test outcomes being reported to the Headteacher email account.</p> <p>School will liaise with families of secondary aged pupils to determine which of them may want to support their child to access twice weekly home testing. We will then support them to do this.</p>	

### 10. Promote and engage with the NHS Test and Trace process

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Staff members, pupil, students, parents and carers will need to:</p> <ul style="list-style-type: none"> <li>• book a test if they or their child has symptoms – the main symptoms are: <ul style="list-style-type: none"> <li>• a high temperature</li> <li>• a new continuous cough</li> <li>• a loss or change to your sense of smell or taste</li> </ul> </li> </ul>	<p>Staff will be informed of their eligibility for testing and supported to access testing where necessary.</p> <p>Families will be informed of their eligibility for testing and supported to access testing where required, including support with transportation and conducting the test where appropriate through the Oxford Health Trust home testing team for vulnerable families.</p>	<p>We have been advised by PHE that pupils for whom it is not possible to test, due to their physical or behavioural complexity will be treated as a confirmed case. This may have significant implications on the operation of the school due to the number of pupils in the school who may fit this profile.</p>

<ul style="list-style-type: none"> <li>• self-isolate immediately and not come to the setting if: <ul style="list-style-type: none"> <li>• they develop symptoms</li> <li>• they have been in close contact with someone who tests positive for coronavirus (COVID-19)</li> <li>• anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19)</li> <li>• they are required to do so having recently travelled from certain other countries</li> <li>• they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation</li> </ul> </li> <li>• provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> </ul>	<p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#employer-referral">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#employer-referral</a></p> <p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></p> <p>All visitors will be logged, with additional details secured for track and trace purposes.</p> <p><a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a></p>	
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<p><b>Polymerase Chain Reactions (PCR) tests for symptomatic testing</b>  <b>Booking a polymerase chain reaction (PCR) test</b></p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the <a href="#">NHS testing and racing for coronavirus</a> 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.</p> <p>All pupils and students can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit.</p>	<p>Staff will be informed of their eligibility for testing and supported to access testing where necessary.</p> <p>Families will be informed of their eligibility for testing and supported to access testing where required, including support with transportation and conducting the test where appropriate through the Oxford Health Trust home testing team for vulnerable families.</p> <p>The school has been provided with a stock of 10 swab tests for use in exceptional circumstances, either by staff or for providing to families in order to test their own children. This stock will be maintained through additional orders on a three weekly basis as required.</p>	<p>We have been advised by PHE that pupils for whom it is not possible to test, due to their physical or behavioural complexity will be treated as a confirmed case. This may have significant implications on the operation of the school due to the number of pupils in the school who may fit this profile.</p>
<p>Separate to the asymptomatic testing regime, all settings were sent an initial supply of 10 PCR test kits before the start of the autumn term in 2020. You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 if the kits that you have ordered have not arrived.</p> <p>Having a test at a testing site will deliver the fastest results for symptomatic cases. These PCR test kits are provided to be used in the exceptional circumstance that an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere. You will need to decide how to prioritise the distribution of your test kits.</p> <p>These kits can be given directly to:</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• parents and carers collecting a child who has developed symptoms at school</li> </ul> <p>These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they no longer have symptoms of coronavirus (COVID-19).</p> <p>Further information on <a href="#">test kits for schools and further education providers</a> is available.</p> <p>Ask parents, carers, students and staff to inform you as soon as they get their results.</p>		

## NHS COVID-19 app

The app is available to anyone aged 16 and over to download if they choose. For some young people, particularly some with SEND, parents and carers will need to decide whether or not their use of the app is appropriate.

This will mean that some students in year 11, and most pupils and 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](#) provides information about how the app works, and guidance for its use within schools in England.

### 11. Manage confirmed cases of coronavirus (COVID-19)

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>You must take swift action when you become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of your setting.</p> <p>If you would like support on the action you should take to respond to a positive case, you 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. You will be put through to a team of advisers who will inform you of what action is needed based on the latest public health advice.</p>	<p>The school has a range of sources of support in the event of a confirmed case of Covid-19:</p> <ul style="list-style-type: none"><li>• PHE South East Health Protection Team flow chart located in the Headteachers' office.</li><li>• DfE Symptomatic children action list poster located in the Headteachers' office</li><li>• Thames Valley Health Protection Team phone number is 03442253861</li><li>• Thames Valley Health Protection Team email is <a href="mailto:TVPHE@phe.gov.uk">TVPHE@phe.gov.uk</a></li><li>• Systems in place for the contacting of families and transport operators, both within school hours and out of hours.</li></ul>	

The advice service (or PHE local health protection team if escalated) will work with you to guide you through the actions you need to take. Based on their advice, you 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 from the day after contact with the individual who tested positive.

Close contact means:

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

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, we recommend you keep a record of pupils, students and staff in each group, and any close contact that takes places between pupils, students and staff in different groups (see section 6 of the system of control for more on grouping pupils). This should be a proportionate recording process. You do not need to ask pupils and students to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p>	<p>Track and trace will be implemented for all external staff and visitors, and an internal record of staff movements between bubbles will be kept.</p> <p>Information regarding any positive cases will be shared on a need to know basis. General information regarding job role and class will be shared to support staff and families understand risk of transmission.</p>	

<p>Where individuals are self-isolating and are within our definition of vulnerable, it is important that settings put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.</p>	<p>Staff will maintain contact with the families of those children whom they teach.</p> <p>Where there are concerns regarding specific staff, SLT will maintain contact, or arrange this to be done by a colleague if preferable.</p>	
<p>A template letter will be provided to you, on the advice of the health protection team, to send to parents, students and staff if needed. You must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p>	<p>Template letter will be supplied to families via Parentmail in order to be able to communicate with all affected families simultaneously.</p> <p>Members of SLT will be available to field any questions or queries from families and provide support to any families who may need it.</p>	

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 who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends after the original 10-day isolation period) – their household should self-isolate for at least 10 days from the day after the individual who tested positive, following guidance for households with possible or confirmed coronavirus (COVID-19) infection

Families will be supported to access testing where required, including support with transportation and conducting the test where appropriate, through the Oxford Health Trust home testing team for vulnerable families.

[ouh-tr.covid@nhs.net](mailto:ouh-tr.covid@nhs.net)

The school has been provided with a stock of 10 swab tests for use in exceptional circumstances, either by staff or for providing to families in order to test their own children. This stock will be maintained through additional orders on a three weekly basis.

You should not request evidence of negative test results or other medical evidence before admitting children or young people or welcoming them back after a period of self- isolation.

Based on advice from Public Health England (PHE) and NHS Test and Trace, the testing programme initially included offering those who came into close contact with a positive case in schools and colleges the option of 7 days of daily contact testing (with self- isolation if a subsequent test was positive) as an alternative to self-isolation. PHE and NHS Test and Trace have now reviewed their initial advice in light of the higher prevalence and rates of transmission of the new variant. They have concluded that these changes in the virus warrant further evaluation work and that daily contact testing in place of self-isolation should be paused until this evaluation has taken place. We will update this guidance once this evaluation is complete.

Further guidance is available on [testing and tracing for coronavirus \(COVID-19\)](#)

### **Reporting actual or suspected cases through the education setting status form Monitoring attendance**

From 11 January, we asked you to resume completing an educational setting status form. The form will be amended to reflect wider opening. The data you supply helps the government monitor the impact of coronavirus (COVID-19) on schools.

See guidance on how to submit the [educational settings status form](#) for more information.

### **12. Contain any outbreak by following local health protection team advice**

If you have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak.

You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them 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.

In some cases, health protection teams may recommend that a larger number of other pupils or students self-isolate at home as a precautionary measure. This could be the whole site, class, group or year group.

If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary.

You should not close except on the advice of health protection teams.

### 13. Admitting pupils, students and staff back to the setting

#### Asymptomatic testing

#### Coronavirus (COVID-19) asymptomatic testing in schools

Rapid testing using Lateral Flow Devices (LFD)s will support the wider return to face-to- face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. For secondary school staff and pupils (where appropriate) we are moving to a home testing model (for the majority of pupils, they will move to home testing following the first 3 onsite tests). The lateral flow devices used have received regulatory approval from the MHRA for self-use. Home test kits will be available for all staff on return. Once pupils have been tested three times at school, they will be provided with home test kits for regular testing. Testing remains voluntary but strongly encouraged.

The school is supporting the use of twice weekly home testing. This will take place on Sundays and Wednesdays with positive test outcomes being reported to the Headteacher email account.

We recognise that specialist settings need greater flexibility when delivering testing. There will be a range of children and young people in these settings, and different approaches to testing will be needed. We have given specialist settings flexibility to be able to work with pupils/students and their families to agree the most appropriate way of them participating in twice-weekly testing. Guidance will be available via this link - <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/mass-asymptomatic-testing-in-specialist-settings>

School will liaise with families of secondary aged pupils to determine which of them may want to support their child to access twice weekly home testing. We will then support them to do this.

Testing will take place on Sundays and Wednesdays and any positive test result will need to be emailed to the Headteacher email account.

There is little evidence regarding the efficacy of home testing when used with learning disabled children or adults. As such there is a possibility that the accuracy level may vary to that expected. School will work with families to emphasise the importance of adhering to the existing protocols and restrictions, irrespective of having a negative test outcome.

<p><b>Primary aged pupils and schools</b> Staff in primary-aged settings will continue to test with LFDs twice a week at home, as per existing guidance.</p> <p>Primary aged pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary aged pupils with lateral flow devices. Primary aged pupils may find the LFD testing process invasive and unpleasant and are unable to self-swab. We will review this approach in the light of any emerging evidence.</p> <p>All primary aged school pupils are expected to return to school on 8 March.</p>	<p>The school is supporting the use of twice weekly home testing for all staff irrespective of the age phase within which they work. This will take place on Sundays and Wednesdays with positive test outcomes being reported to the Headteacher email account.</p>	
<p><b>Symptomatic testing</b> The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines.</p> <p>Those with symptoms are also expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus.</p> <p>It remains imperative that the system of controls continues to be rigorously applied to enable the safest possible environment. The testing programme is an important addition to supporting leaders to maintain the continuity of education through the pandemic.</p>		

**Staff who are clinically extremely vulnerable and clinically vulnerable**

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>Clinically extremely vulnerable (CEV) staff are advised not to attend the workplace. If you have staff who are CEV they will previously have received a letter from the NHS or their GP telling them this and should follow the health guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 on shielding.</p> <p>Staff should talk to you about how they will be supported, including options on working from home. You should continue to pay CEV staff on their usual terms.</p> <p>Clinically vulnerable (CV) staff can continue to work in school or college where it is not possible to work from home.</p> <p>The guidance on CEV and shielding will be kept under review. Further information on workforce can be found in:</p> <p><a href="#"><u>Schools coronavirus (COVID-19) operational guidance</u></a></p> <p><a href="#"><u>Further education coronavirus (COVID-19) operational guidance</u></a></p>	<p>Staff who are defined as ‘clinically extremely vulnerable’, will be supported to work from home where appropriate.</p> <p>Where staff fulfil a function within the school that does not require them to be located on the school site, arrangements will be put in place to enable home working.</p> <p>Where staff elect to attend work, a risk assessment will be completed with them in order to ensure that the risks are understood and adjustments made where possible.</p> <p>Where staff express concerns, this will be discussed with them on a case by case basis in order to support their emotional wellbeing and highlight any adjustments to usual practice being put in place to lower the risk.</p> <p>If staff, not ordinarily in school, do need to attend the site, for example in order to collect or drop off materials or resources, this should be done after normal teaching hours where the number of people on site will be reduced.</p>	

<b>Attendance</b>		
<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>From 8th March 2021 school attendance is mandatory for all pupils.</p> <p>It is vital for pupils and students to attend school or college to minimise, as far as possible, the longer-term impact of the pandemic on their education, wellbeing and wider development.</p> <p>The usual rules on school attendance apply to all pupils including:</p> <ul style="list-style-type: none"> <li>• parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school, and they are of compulsory school age)</li> <li>• the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> </ul> <p>As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority. Special post-16 institutions should continue to allow students to attend as per their usual timetable.</p>	<p>Staff will contact families to discuss their child's return to school where they are not already attending.</p> <p>Staff will work in partnership with families to talk through any concerns they may have regarding attendance.</p> <p>Where families are clear with regard to the reasons they do not want their child to attend, and where this response is proportionate and in the best interests of the child, then school will support them to access suitable remote learning and therapy. In these circumstances, the arrangement will be kept under close review in order to revisit the decision as the circumstances change.</p>	
<b>Encouraging regular school attendance</b>		
<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>

<p>Advice for schools and local authorities to support them to <u>improve school attendance</u> is available.</p> <p>You should continue to communicate clearly and consistently the expectations around school attendance to families and any other professionals who work with the family where appropriate. Where necessary, discussions should have a collaborative approach, focusing on the welfare of the child or young person and responding to the concerns of the parent, carer or young person. This conversation is particularly important for children with a social worker.</p> <p>You should also identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them. This should include:</p> <ul style="list-style-type: none"> <li>• disadvantaged and vulnerable children and young people</li> <li>• pupils who were persistently absent prior to the pandemic</li> <li>• pupils who have not engaged with school regularly during the pandemic</li> </ul>	<p>A summary of the protective measures will be shared with all families and staff.</p> <p>School will discuss what specific concerns families may have, in partnership with colleagues from Health, in order to determine whether additional protective measures may be necessary for specific children to be able to attend.</p> <p>Staff will identify, on a pupil specific basis, any children who they feel may need an individualised approach to supporting their return to school. Any adjustments will be enacted on the basis of evidence of need and in partnership with families.</p> <p>Staff will focus on the building of friendships and the reestablishment of social engagement as part of their usual start of year activities and routines</p> <p>Staff will take an individualised approach to providing the pupils with any additional emotional support required.</p>	
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To support families who will need additional help to secure pupils' regular attendance, you can use the additional catch-up funding that has been provided, as well as existing pastoral and support services, attendance staff and pupil premium funding. To help schools make the best use of this funding, the Education Endowment Foundation (EEF) has published a [support guide for schools](#) with evidence-based approaches to catch up and a further [school planning guide: 2020 to 2021](#).

You should also work closely with other professionals, where appropriate, to support school attendance. Please do continue to notify the pupil's social worker, if they have one, of non-attendance.

School staff, in partnership with colleagues from Health, will work with families in order to determine any social, emotional, educational or health related changes that may have occurred during their time away from school, in order to ensure that the reestablishment of expectations are well matched to individual need.

The evidence so far has been that the consistency of staff communication and behaviours, coupled with the familiarity of the environment, has provided pupils with significant reassurance. This has resulted in the vast majority of pupils managing the disruption to routine, or returning to school after sustained absence, without expressing negative emotions.

**Special schools and special post-16 institutions: attendance expectations**

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>Vulnerable children and children of critical workers should continue to be able to attend school, unless they receive a positive test result or have to self-isolate. From 8 March, school attendance is mandatory for all pupils. From 8 March we expect that every 16 to 19 student (or 19 to 25 with an EHCP) undertakes the majority of their planned hours on site. Special post-16 institutions should continue to allow students to attend as per their usual timetable.</p>		

<p>You may encounter instances where you cannot provide your usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training. You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. If, having pursued all the immediate options available, you still have concerns about staffing capacity, you should talk to your local authority or academy trust point of contact. You should continue to work collaboratively with families to agree an approach that is in the child or young person's best interests.</p>	<p>The school has in place a protocol for managing the impact of reductions in staffing, which has been shared with families. This is based on three stages:</p> <ol style="list-style-type: none"> <li>1. Full educational offer</li> <li>2. Childcare provision</li> <li>3. Closure of the class</li> </ol> <p>We will also work with families to secure the voluntary collection of children to ensure that those who are most in need are able to remain in school.</p>	<p>It is not always possible, or indeed desirable, to bring in additional staff to support short term disruption. This is due to the unfamiliarity with the school and its pupils, which can have a great destabilising impact. As such all decisions will be carefully evaluated in order to determine what is in the best interests of the pupils.</p>
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### **Recording attendance**

You should record attendance in accordance with the pupil registration regulations for all pupils, in the normal way. You should use Code X if a pupil is self-isolating or quarantining because of coronavirus (COVID- 19) in accordance with relevant legislation or guidance published by PHE or the DHSC.

During the week commencing 8 March secondary school age pupils will be offered asymptomatic testing on site. Schools should use code Y for secondary age pupils not attending school for lessons during this week due to the asymptomatic testing programme. Vulnerable children and children of critical workers in secondary schools should continue to be able to attend school throughout, unless they receive a positive test result. Schools should follow up on absences of pupils who are expected to be in school.

We will review and provide further advice to you in due course on what should be included in pupils' attendance records in end of year reports.

### **Post- 16 provision**

If the vulnerable student wishes to be absent from face-to-face education during local or national restrictions, they should let their setting know. The young person should not be included in the coronavirus (COVID-19) attendance monitoring data as 'expected to attend'. Further information on how to record attendance in further education is provided in the [How to complete the educational setting status form guidance](#).

<b>EHC plans</b>		
<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>Where a pupil or student has an EHC plan, it remains the duty of the local authority and health commissioning body to secure or arrange the provision specified in the plan (under section 42 of the Children and Families Act 2014).</p> <p>All therapies and support that would normally be in place for children and young people with EHC plans should be provided, and our focus is on supporting local authorities, health commissioning bodies and education settings to do so. However, there may be times when it becomes more difficult to do so than usual. In collaboration with local authorities and health partners (where applicable), you should work with families to co-produce alternative arrangements for delivering provision. These decisions should be considered on a case-by-case basis which takes account of the needs and circumstances of the child or young person, avoiding a 'one size fits all' approach.</p> <p>In some circumstances local authorities have worked collaboratively with settings and families to agree flexible and creative solutions for delivering support.</p>	<p>Staff will assess the appropriateness of access to remote education on a pupil specific basis in partnership with families, and determine what is practical, deliverable in the home and likely to have the greatest impact on the child.</p> <p>How to achieve what is in the best interests of the child will be negotiated with the family. No work will be provided for those off ill, only if they are well but absent from school.</p> <p>Where access to remote learning is required, staff will liaise with the family of the pupils affected, in order to determine what educational and/or therapeutic support would be most appropriate.</p> <p>The school has put in place a therapeutic and sensory lending library to support access to appropriate resources and equipment.</p> <p>The school has made available iPads for deployment in to the home for those families who require them.</p> <p>The school will liaise closely with the paramedical services to ensure they are aware of who is not on site and who needs to be supported in the home.</p>	

<p>The statutory duties and timescales remain in place for EHC needs assessments and reviews. If the format needs to be different because children or young people are isolating or shielding, it may be more appropriate to gather information electronically and to hold the review by phone or virtually. However, it is important that the assessments and reviews continue to ensure that the child or young person, and their parent and carer, is at the centre of the process.</p> <p>In addition, local authorities must continue to meet their statutory duties to finalise placements for September. It is important that you co-operate in supporting requests about potential placements, providing families with advice and information where requested.</p>	<p>All Annual Reviews and Termly Review evenings will be proceeding in line with expected schedules, and all Annual Reviews have been completed in line with expected schedules over the period of disruption.</p> <p>All transition processes are in place with remote and/or digital transitions taking place where physical visits are not possible.</p>	
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**Children or young people self-isolating or shielding**

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
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A small number of pupils and students will still be unable to attend in line with public health advice to self-isolate because they:

- have symptoms or have had a positive test result
- live with someone who has symptoms or has tested positive and are a household contact
- are a close contact of someone who has coronavirus (COVID-19)

We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from COVID-19 and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician. The advice for pupils who have been identified as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally. All 16 to 18 year olds with underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme.

Schools will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.

The attendance of pupils who are defined as 'clinically extremely vulnerable' or 'clinically vulnerable' will be determined in consultation with colleagues from the NHS and families in line with the guidance set out in <https://www.rcpch.ac.uk/sites/default/files/generated-pdf/document/COVID-19---%2527shielding%2527-guidance-for-children-and-young-people.pdf>

Staff will maintain contact with the families of those children whom they teach.

Where there are concerns regarding specific pupils SLT will maintain contact.

<p>Schools should not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness. This is normal practice and is already set out in School Attendance guidance but is especially important in the context of the pandemic and the COVID-19 vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.</p> <p>Pupils and students who live with someone who is CEV, but who are not clinically extremely vulnerable themselves, should still attend school or college.</p> <p>You are required to provide remote education to pupils who are unable to attend school on-site because they are complying with government guidance, as provided for in the <u>Temporary Continuity Direction</u>. You should keep a record of this activity but do not need to record it in the attendance register.</p> <p>You should offer pastoral support to pupils and students who are:</p> <ul style="list-style-type: none"> <li>• self-isolating</li> <li>• shielding</li> <li>• <u>vulnerable</u></li> </ul>	<p>Staff will assess the appropriateness of access to remote education on a pupil specific basis in partnership with families, and determine what is practical, deliverable in the home and likely to have the greatest impact on the child.</p> <p>How to achieve what is in the best interests of the child will be negotiated with the family. No work will be provided for those off ill, only if they are well but absent from school.</p> <p>The bespoke nature of our provision means that developing a generic remote offer will be not be suitable for all pupils.</p> <p>Where access to remote learning is required, staff will liaise with the family of the pupils affected, in order to determine what educational and/or therapeutic support would be most appropriate.</p> <p>This will be a combination of Individual Education Plan based activities, lessons selected from the Oaks National Academy and activities provided by Therapy staff.</p> <p>The school will liaise closely with the paramedical services to ensure they are aware of who is not on site and who needs to be supported in the home.</p>	
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The DHSC guidance for the CEV is not compulsory, although pupils, students and parents are strongly advised to follow the guidance in order to help stay safe. However, in some exceptional circumstances it may be that the health risks need to be balanced with the wider impact of the child or young person not attending education and accessing the support that would normally be delivered. This might be due to the level of support that they need or their ability to access remote education and additional services such as therapies, as well as the impact on wellbeing for the wider family.

In these circumstances you should work with parents and the other organisations to agree the best arrangement for the or young person and their family to ensure that they continue to receive the support they need.

Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

Where pupils who are self-isolating are within our definition of vulnerable, it is important that you put systems in place to keep in contact with them.

The attendance of pupils who are defined as 'clinically extremely vulnerable' or 'clinically vulnerable' will be determined in consultation with colleagues from the NHS and families in line with the guidance set out in <https://www.rcpch.ac.uk/sites/default/files/generated-pdf/document/COVID-19---%2527shielding%2527-guidance-for-children-and-young-people.pdf>

Classroom staff will maintain contact with the families of those children whom they teach.

Where there are concerns regarding specific pupils SLT or the Out of School Liaison Officer will maintain contact.

<p>When a vulnerable pupil is required to self-isolate, you should:</p> <ul style="list-style-type: none"> <li>• notify their social worker (if they have one)</li> <li>• agree with the social worker the best way to maintain contact and offer support</li> </ul> <p>You should have procedures in place to:</p> <ul style="list-style-type: none"> <li>• check if a vulnerable pupil is able to access remote education support</li> <li>• support them to access it (as far as possible)</li> <li>• regularly check if they are accessing remote education</li> </ul>	<p>The school has a well developed system of cascading information to Social Care in the event of partial or total closures, in order to ensure that they are rapidly informed.</p> <p>Where absence from school is pupil specific, then the link member of staff will liaise with the appropriate Social Worker.</p> <p>Staff will assess the appropriateness of access to remote education on a pupil specific basis in partnership with families, and determine what is practical, deliverable in the home and likely to have the greatest impact on the child.</p> <p>How to achieve what is in the best interests of the child will be negotiated with the family. No work will be provided for those off ill, only if they are well but absent from school.</p> <p>Where access to remote learning is required, staff will liaise with the family of the pupils affected, in order to determine what educational and/or therapeutic support would be most appropriate.</p> <p>Staff will maintain close contact with the family based on the requirements of the individual child and the specific context.</p> <p>The school will liaise closely with the paramedical services to ensure they are aware of who is not on site and who needs to be supported in the home.</p>	
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### **Working with health bodies, local authorities and other agencies**

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>Where children and young people with an EHC plan are in receipt of health provision, you should work collaboratively with their local authority, Clinical Commissioning Group (CCG) and health providers to agree appropriate support in view of the latest and current local public health guidance. Therapists and other professionals may continue to visit education settings to provide therapies and support, where this is reasonably necessary.</p> <p>Where children and young people with EHC plans are not attending their education setting, multi-agency professionals should collaborate to agree how the provision set out in the EHC plan can be delivered. This may include face-to-face visits to the home, or virtual support by means of video or telephone calls, or via email.</p>	<p>The School Nursing team is based on site, providing the opportunity for close liaison. This will include the identification and response to concerns regarding the health and wellbeing of pupils within the school.</p> <p>We will work with clinical staff to support them to observe the PPE requirements set out in their guidance. Where possible they will minimise contact and maintain as much distance as possible from pupils and other staff.</p> <p>Clinics which require visiting professionals to see children who require adult support from across multiple bubbles (e.g. Vaccinations or eye Tests) will be supported to take place and will be risk assessed appropriately on a case by case basis.</p> <p>The school will liaise closely with the paramedical services to ensure they are aware of who is not on site and who needs to be supported in the home.</p>	

**Visiting specialists, support staff and wider provision**

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>There is an exception within the coronavirus (COVID-19) regulations to allow for the continued provision of health and care services. This means that children and young people can continue to receive appropriate support from health and social care services where it is reasonably necessary for the purposes of provision specified in an EHC plan. Specialists, therapists, clinicians and other support staff for pupils with special educational needs and disability (SEND) can provide interventions as usual where this is reasonably necessary, including where this requires them to move between settings.</p> <p>Settings have continued to offer wraparound provision, such as breakfast and after- school clubs. Vulnerable children and young people can access this provision in any circumstances. For information on which children are eligible to attend wraparound childcare and out-of-school settings for face-to-face provision please see the <a href="#"><u>guidance on Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak</u></a></p>	<p>The School Nursing team is based on site, providing the opportunity for close liaison. This will include the identification and response to concerns regarding the health and wellbeing of pupils within the school.</p> <p>We will work with clinical staff to support them to observe the PPE requirements set out in their guidance. Where possible they will minimise contact and maintain as much distance as possible from pupils and other staff.</p> <p>Clinics which require visiting professionals to see children who require adult support from across multiple bubbles (e.g. Vaccinations or eye Tests) will be supported to take place and will be risk assessed appropriately on a case by case basis.</p> <p>Details of the schools systems and processes will be provided to all visitors to ensure adherence with school risk assessment.</p>	

## Remote education expectations and delivery

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>All those not receiving on-site education should have suitable remote education, taking into account the expectations set out in:</p> <ul style="list-style-type: none"> <li>• <a href="#">Schools coronavirus (COVID-19) operational guidance</a></li> <li>• <a href="#">Further education coronavirus (COVID-19) operational guidance</a></li> </ul> <p>The temporary continuity direction makes it clear that the schools affected have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). For pupils and students with SEND, and those in alternative provision settings, their teachers are best placed to know how their needs can be most effectively met to ensure they continue to make progress if they are not in face-to-face education.</p> <p>We recognise that some pupils and students with SEND may not be able to access remote education without adult support and so expect you to work with families to deliver an ambitious curriculum appropriate for their level of need. Further details on delivering remote education for children and young people with SEND is set out in <a href="#">Remote Education Good Practice</a>.</p>	<p>Staff will assess the appropriateness of access to remote education on a pupil specific basis in partnership with families, and determine what is practical, deliverable in the home and likely to have the greatest impact on the child.</p> <p>How to achieve what is in the best interests of the child will be negotiated with the family. No work will be provided for those off ill, only if they are well but absent from school.</p> <p>Where access to remote learning is required, staff will liaise with the family of the pupils affected, in order to determine what educational and/or therapeutic support would be most appropriate.</p> <p>The school has put in place a therapeutic and sensory lending library to support access to appropriate resources and equipment.</p> <p>The school has made available iPads for deployment in to the home for those families who require them.</p> <p>The school will liaise closely with the paramedical services to ensure they are aware of who is not on site and who needs to be supported in the home.</p>	

<p>You should have systems for checking, daily, whether pupils and students are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.</p>	<p>Staff will maintain close contact with the family based on the requirements of the individual child and the specific context.</p>	
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**Delivering remote education safely**

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [Safe remote learning](#), published by SWGfL
- [Online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes [Video conferencing services: security guidance for organisations](#) and [Video conferencing services: using them securely](#)
- [Safeguarding and remote education during coronavirus \(COVID-19\)](#)
- annex C of [Keeping children safe in education](#)

**School transport**

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>Transport services to education settings should continue to be provided and local authorities remain under a statutory duty to provide free home to school transport for all eligible children and young people. The transport to school and other places of education: 2020 to 2021 academic year guidance remains in place. If you are involved in home to school or college transport, you should take all reasonable actions to maximise social distancing where possible and to minimise the risk of transmission. What is practicable will vary according to your particular circumstances.</p>	<p>The majority of pupils are transported to school as a result of their complexity of need or the distance which they live from the school. A significant number will still need to use county transport.</p> <p>Transport services have put in place their own protocols to minimise sustained close contact and how to respond to a suspected or confirmed case of Covid-19.</p> <p>Families who wish to bring their children to school will be accommodated.</p>	

The approach to school transport should follow the system of controls set out in Annex A where possible. You should:

- maximise social distancing
- ensure that children and young people either sit with their ‘bubble’, or with the same group each day
- ensure that all users clean their hands before entering and exiting
- put in place additional cleaning of vehicles
- put in place organised queuing and boarding where possible
- maximise ventilation of fresh air (from outside the vehicle), particularly through opening windows and ceiling vents

Transport services have put in place their own protocols to minimise sustained close contact and how to respond to a suspected or confirmed case of Covid-19.

The school’s own transport contract processes align with that of Oxfordshire County Council.

Bus use protocol is displayed within each minibus.

Staff ensure that pupils and staff are distributed in such a way that ensure that pupils are safe and that the use of space is maximised

Handrails, seatbelt webbings, seatbelt locks and all used seats and headrests to be wiped down prior to use

At the end of use, all used vehicles to have hard surfaces wiped with antibacterial wipes and seats to be sprayed down with antibacterial spray

Enhanced hygiene protocols are followed and ventilation maintained

It will not be possible to transport pupils in bubble specific groups, resulting in significant weaknesses in the integrity of the bubble approach.

<p>The transport guidance acknowledges that implementing bubbles even partially will still bring benefits, and that settings may need to allow mixing into wider groups in certain circumstances, including on transport. However, we know that vehicle capacity and the complexity of some home to school transport arrangements mean there will often be limits to the extent to which mixing can be minimised.</p> <p>Where it is not possible, the other measures in the system of controls become even more important.</p>	<p>Transport services have put in place their own protocols to minimise sustained close contact and how to respond to a suspected or confirmed case of Covid-19.</p>	<p>It will not be possible to transport pupils in bubble specific groups, resulting in significant weaknesses in the integrity of the bubble approach.</p>
<p>In accordance with advice from PHE, children and young people aged 11 and over should wear a face covering when travelling on dedicated transport to secondary school. This does not apply to people who are exempt from wearing a face covering on public transport. More information on this can be found in the safer travel guidance for passengers. You should support local authorities in promoting the use of face coverings on school transport and help them to resolve any issues regarding use of face coverings where appropriate.</p>	<p>Those pupils able to independently use face coverings will be encouraged to do so.</p>	<p>Some pupils will not be able to independently put on or remove face coverings, or will not tolerate their use.</p>

<p>Transport operators should conduct a risk assessment for all their operations including dedicated school transport services. This will determine the most appropriate safety measures to put in place such as for social distancing and face coverings. The guidance for operators provides further advice for staff. Drivers and passenger assistants, who should wear a face covering, will not normally require PPE on home to school transport, even if they are not able to maintain a distance from the children and young people on the transport. However, where the care and interventions that a child or young person ordinarily receives on home to school transport requires the use of PPE, that should continue as usual.</p>	<p>The school's own transport contract processes align with that of Oxfordshire County Council.</p> <p>Bus use protocol is displayed within each minibus.</p> <p>Staff ensure that pupils and staff are distributed in such a way that ensure that pupils are safe and that the use of space is maximised</p> <p>Handrails, seatbelt webbings, seatbelt locks and all used seats and headrests to be wiped down prior to use</p> <p>At the end of use, all used vehicles to have hard surfaces wiped with antibacterial wipes and seats to be sprayed down with antibacterial spray</p> <p>Enhanced hygiene protocols are followed and ventilation maintained</p>	
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For more information, read:

- [How should I care for children who regularly spit or require physical contact?](#)
- [guidance on the specific steps that should be taken to care for children with complex medical needs, such as tracheostomies - this includes aerosol-generating procedures](#)

In order to maximise home to school transport capacity, some local authorities have asked some parents to accept personal travel budgets or mileage allowances to take their child to their school or other education setting. This is permissible with the parent's consent but is not something which parents or local authorities can insist on. Local authorities should not expect parents to commit to accepting a personal payment or mileage allowance for a specified period of time and accepting a personal payment or mileage allowance will not impact on their eligibility for dedicated school transport in the future. Reasonable notice will be needed to put home to school arrangements back in place for the child or young person when this is required again.

Children, young people and staff can continue to use public transport where necessary.

When they do, they should follow the Coronavirus (COVID-19): safer travel guidance for passengers. We encourage everyone to walk, cycle or scoot wherever possible and safe.

Transport operators should conduct a risk assessment for all their operations, including dedicated school transport services. This will determine the most appropriate safety measures to put in place. The guidance for operators provides further advice.

Although the provision of transport for post-16 students is not a statutory duty for local authorities, it is often critical to those learners being able to access college provision. We ask local authorities to continue to provide transport if they had been doing so previously.

The school's own transport contract processes align with that of Oxfordshire County Council.

Bus use protocol is displayed within each minibus.

Staff ensure that pupils and staff are distributed in such a way that ensure that pupils are safe and that the use of space is maximised

Handrails, seatbelt webbings, seatbelt locks and all used seats and headrests to be wiped down prior to use

At the end of use, all used vehicles to have hard surfaces wiped with antibacterial wipes and seats to be sprayed down with antibacterial spray

Enhanced hygiene protocols are followed and ventilation maintained

<b>Asymptomatic testing</b>		
<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>Asymptomatic cases comprise up to a third of all coronavirus (COVID-19) cases, and rapidly identifying and containing them will help stop individuals who carry the infection unknowingly spreading it. Rapid testing using Lateral Flow Devices (LFD) support the identification of people who are infectious but do not have any coronavirus (COVID-19) symptoms. Those who test positive will then self-isolate, helping to reduce transmission of the virus.</p> <p>Rapid testing using Lateral Flow Devices (LFD)s will support the wider return to face-to- face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. Schools and colleges will have discretion on how to test students during week commencing 8 March, as they return to the classroom.</p> <p>For secondary school staff and pupils (where appropriate) we are moving to a home testing model (for the majority of pupils, they will move to home testing following the first 3 onsite tests). The lateral flow devices used have received regulatory approval from the MHRA for self-use. Home test kits will be available for all staff on return. Once pupils have been tested three times at school, they will be provided with home test kits for regular testing. Testing remains voluntary but strongly encouraged.</p>		

<p>We recognise that specialist settings need greater flexibility when delivering testing. There will be a range of children and young people in these settings, and different approaches to testing will be needed. We have given specialist settings flexibility to be able to work with pupils/students and their families to agree the most appropriate way of them participating in twice-weekly testing. Guidance will be available via this link - <a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/mass-asymptomatic-testing-in-specialist-settings">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/mass-asymptomatic-testing-in-specialist-settings</a></p> <p>Where you do not have enough staff to carry out assisted swabbing on pupils who cannot self-swab, additional workforce capacity may be available from Medacs.</p> <p>Home test kits will be available for all secondary and FE staff. Primary staff should already have access to home testing kits.</p>	<p>School will liaise with families of secondary aged pupils to determine which of them may want to support their child to access twice weekly home testing. We will then support them to do this.</p> <p>Testing will take place on Sundays and Wednesdays and any positive test result will need to be emailed to the Headteacher email account.</p>	<p>There is little evidence regarding the efficacy of home testing when used with learning disabled children or adults. As such there is a possibility that the accuracy level may vary to that expected. School will work with families to emphasise the importance of adhering to the existing protocols and restrictions, irrespective of having a negative test outcome.</p> <p>Staff will not be carrying out supervised or assisted swabbing on site due to concerns around the clinical governance and the absence of shared care protocols.</p>
<p>Testing remains voluntary and no child or young person will be tested unless informed consent has been given by the appropriate person and the child and young person is willing to be tested. You should not make a negative test a requirement to attend.</p> <p>There is additional guidance in <a href="#">rapid asymptomatic testing programme</a> for schools and colleges.</p> <p>Staff or students with a positive LFD test result will need to self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result if the test was done at home. Those with a negative LFD test result can continue to attend school or college and use protective measures.</p> <p>For further support on rapid asymptomatic testing, including queries regarding Medacs, you can call the DfE helpline on 0800 046 8687 (if you have further questions).</p>		

## Funding

Local authorities will continue to receive their high needs funding and should continue to pay top-up and other high needs funding to schools and colleges. The Education and Skills Funding Agency (ESFA) will also continue to pay high needs funding direct to academies and colleges in the normal way. This will ensure that you can continue to employ and pay staff supporting pupils and students with SEND and those in alternative provision. Funding should be maintained and services should not be reduced because some or all children and young people are not in attendance, whether this is because of sickness or self-isolation, or because you have had to close temporarily or restrict attendance. Similarly, where settings are paying top-up or other funding for pupils attending alternative provision or are paying for other SEND or alternative provision services, we expect these payments to continue so that teachers and other staff can be paid in accordance with their existing employment contracts.

For residential school provision, while the educational costs are funded from the dedicated schools grant, the residential costs are met from social care budgets. Similarly, residential college places may be funded through a combination of ESFA funding, local authority high needs funding and children's and adult social care funding. Local authorities will continue to receive funding for social care provision and should continue to pay residential costs so that the employment and payment of staff supporting children and young people who require residential provision can continue.

## Pregnancy

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>You will need to follow the specific <a href="#">guidance for pregnant employees</a> because pregnant women are considered CV. In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. <a href="#">COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding</a> contains vaccination advice.</p>	<p>Unless they fulfil a role which supports the observation of social distancing, an individual risk assessment will be completed for Pregnant women and if necessary they will be supported to work from home.</p>	<p>It is likely that staff with classroom based roles will need to adjust the way in which they work, due to the inability of all pupils to consistently observe social distancing.</p>

Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks.

Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks.

While it is a legal obligation for employers to regularly review general workplace risks, there is not necessarily a requirement to conduct a specific, separate risk assessment for new and expectant mothers. However, an assessment may help identify any additional action that needs to be taken to mitigate risks.

We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.

Unless they fulfil a role which supports the observation of social distancing, an individual risk assessment will be completed for Pregnant women and if necessary they will be supported to work from home.

Unless they fulfil a role which supports the observation of social distancing, an individual risk assessment will be completed for Pregnant women and if necessary they will be supported to work from home.

As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.

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

We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.  
 Read more [guidance and advice on coronavirus \(COVID-19\) and pregnancy from the Royal College of Gynaecologists](#).

Unless they fulfil a role which supports the observation of social distancing, an individual risk assessment will be completed for Pregnant women and if necessary they will be supported to work from home.

**Staff who may otherwise be at increased risk from coronavirus (COVID-19)**

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this.</p>		

<p>For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose. There is further information available on who is at higher risk from coronavirus.</p> <p>Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home.</p>	<p>This will be discussed with staff on a case by case basis in order to support their emotional wellbeing and highlight any adjustments to usual practice being put in place to lower the risk.</p> <p>Where possible staff with a heightened level of risk will work with groups of older and therefore more independent young people, reducing the extent to which regular close contact is necessary.</p> <p>Staff with a heightened level of risk will be welcome to wear a face covering where necessary.</p> <p>Where staff elect to attend work, a risk assessment will be completed with them in order to ensure that the risks are understood and adjustments made where possible.</p>	
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**Employers' health and safety obligations**

Employers have a legal obligation to protect their employees, and others, including children, from harm. Employers should continue to assess and update health and safety risks in the usual way, especially in the light of any changing circumstances.

Following the system of controls will help you:

- mitigate the risks of coronavirus (COVID-19) to pupils and staff
- meet your legal duties to protect employees and others from harm

The Health and Safety Executive published guidance on [first aid during coronavirus \(COVID-19\)](#) which:

- supports local risk assessments
- provides guidance for first aiders

## Equalities duties

You must continue to meet your equalities duties. See the [Equality Act 2010 advice for schools](#) for more information.

## Supporting staff

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>All employers have a duty of care to their employees, and this extends to their mental health.</p> <p>Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures.</p> <p>Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing. Read about the:</p> <ul style="list-style-type: none"><li>• <a href="#">extra mental health support for pupils and teachers</a></li><li>• <a href="#">Wellbeing for Education return programme</a></li></ul> <p>Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>	<p>The school considers carefully the way in which workload can be managed successfully and this approach has also fed in to the response to the pandemic. Staff have been kept updated throughout the process with regards to operational changes that are being made and opportunities for consultation and discussion have been included in this.</p> <p>The school subscribes to a staff wellbeing function as part of the staff insurance policy, which provides access to emotional support, as well as access to private health care for some aspects of physical health.</p> <p>The school also promotes a culture of openness where staff are actively encouraged to speak to staff about any concern that they may have, and this has been evident during the schools response to the pandemic, shaping our decisions and how we communicate.</p>	

<b>Staff deployment</b>		
<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly.</p> <p>You should ensure that you continue to have appropriate support in place for pupils with SEND.</p> <p>Any redeployments of staff should not be made at the expense of supporting pupils with SEND.</p>	<p>Where possible staff will continue to work in their designated class groups in order to provide pupils with consistency and maintain the integrity of the bubbles.</p> <p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> <li>1. Staff already working within the same bubble</li> <li>2. Staff already working in the same age phase</li> <li>3. Staff from an alternative age phase.</li> </ol> <p>If, due to longer term absence or need, a member of staff is required to be redeployed to another class on a short term or permanent basis, this will be discussed in line with usual processes.</p> <p>Class teams where training in specific interventions or processes is required, will receive that training in advance of the pupils returning. There will be sufficient staff trained within each team that incidental absence should not be problematic.</p>	<p>Some class groups will not be safe to operate without a full compliment of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p>

<p>You should discuss and agree any proposed changes in role or responsibility with members of staff, ensuring staff members have the appropriate skills, expertise and experience to carry out the work, and all appropriate checks are made if they are engaging in regulated activity (see part 3 of keeping children safe in education for further information).</p> <p>This includes making sure that for any interventions or care for pupils with complex needs:</p> <ul style="list-style-type: none"> <li>• safe ratios are met</li> <li>• specific training is undertaken</li> </ul> <p>You should be satisfied that staff have the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the staff.</p>	<p>Where possible staff will continue to work in their designated class groups in order to provide pupils with consistency and maintain the integrity of the bubbles.</p> <p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> <li>1. Staff already working within the same bubble</li> <li>2. Staff already working in the same age phase</li> <li>3. Staff from an alternative age phase.</li> </ol> <p>If, due to longer term absence or need, a member of staff is required to be redeployed to another class on a short term or permanent basis, this will be discussed in line with usual processes.</p> <p>Class teams where training in specific interventions or processes is required, will receive that training in advance of the pupils returning. There will be sufficient staff trained within each team that incidental absence should not be problematic.</p>	<p>Some class groups will not be safe to operate without a full compliment of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p>
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<p>Staff who are not teachers may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. This is covered under the:</p> <ul style="list-style-type: none"> <li>• Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools</li> <li>• the freedoms provided under the funding agreement for academies</li> </ul> <p>If, having pursued all the immediate options available, you still have concerns about staffing capacity, you should talk to your local authority or trust point of contact. Further support on staff deployment is available including:</p> <ul style="list-style-type: none"> <li>• a <a href="#">workload reduction toolkit</a> to help review and minimise unnecessary burdens</li> <li>• the Education Endowment Foundation’s (EEF) guidance on <a href="#">making the best use of teaching assistants</a></li> </ul>	<p>Where possible staff will continue to work in their designated class groups in order to provide pupils with consistency and maintain the integrity of the bubbles.</p> <p>Where absence is required to be covered, a hierarchy of risk will be observed, where we will request cover in the following order:</p> <ol style="list-style-type: none"> <li>1. Staff already working within the same bubble</li> <li>2. Staff already working in the same age phase</li> <li>3. Staff from an alternative age phase.</li> </ol> <p>If, due to longer term absence or need, a member of staff is required to be redeployed to another class on a short term or permanent basis, this will be discussed in line with usual processes.</p>	<p>Some class groups will not be safe to operate without a full compliment of staff, as such the immediate risk of harm resulting from insufficient staff will need to take priority over maintaining the integrity of the bubble.</p> <p>It is not always possible, or indeed desirable, to bring in additional staff to support short term disruption. This is due to the unfamiliarity with the school and its pupils, which can have a great destabilising impact. As such all decisions will be carefully evaluated in order to determine what is in the best interests of the pupils.</p>
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<b>Other support</b>		
<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles.</p> <p>Where you are using volunteers, continue to follow the checking and risk assessment process in the volunteer section of <u>keeping children safe in education</u>. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.</p> <p>Mixing of volunteers across groups should be kept to a minimum, and they should adhere to the system of controls in place.</p>	<p>We will continue to host volunteers as in many cases they are critical to the operation of the school. Volunteers will be located within one bubble and will be expected to follow the same enhanced hygiene routines and processes as all other staff.</p> <p>Details of the schools systems and processes will be provided as part of their induction to ensure adherence with school risk assessment.</p>	

## Recruitment

You can continue recruiting members of staff. [The Teaching Vacancies](#) service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly.

Schools should consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. The DfE teaching blog provides:

- [information on the experience of implementing interviews remotely](#)
- [advice that can be sent to candidates on how to prepare for remote interviews](#)

Where face-to-face meetings are necessary, you should share the school's control measures in advance and make it clear to candidates that they must follow the system of controls that you have in place. This includes any requirements for wearing face coverings where social distancing cannot be managed safely.

When recruiting, continue to adhere to the legal requirements on pre-appointment checks as set out in part 3 of keeping children safe in education. Initial teacher training (ITT) providers have worked flexibly to ensure this year's newly qualified teachers (NQTs) are ready and prepared to enter the classroom. NQTs will also be supported by materials based on the early career framework reforms. Schools in the early roll-out regions (Bradford, Doncaster, Greater Manchester and the North East) will be able to benefit from the full support package.

## Deployment of ITT trainees and school engagement

ITT trainees can continue to go into their host school or college on placement.

Trainees who go to their placement should be offered coronavirus (COVID-19) testing in the same way other school staff are. They are expected to follow all control measures put in place by host schools.

## Performance management and appraisal

Maintained schools must continue to follow the school teachers' pay and conditions document. All pay progression for teachers must be linked to performance management.

You should consider adapting performance management and appraisal arrangements to take account of the current circumstances, particularly where these have had an impact on the ability of the teacher to meet fully their objectives.

Teachers must not be penalised during the appraisal process or any subsequent pay progression decisions because of the decision to restrict pupil attendance at schools.

You should carry out any appraisals and performance management for support staff in accordance with the employee's contract of employment. We do not specify pay or terms and conditions of employment for support staff.

### Staff taking leave

Staff will need to be available to work in school during term time. Discuss leave arrangements with staff to inform workforce planning taking into account their individual contractual arrangements.

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

Guidance on [how to self-isolate when you travel](#) is available.

### School meals

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>We expect kitchens to be fully open and normal legal requirements will apply to the provision of food for pupils, including ensuring food meets the <a href="#">standards for school food in England</a>. This includes for those eligible for:</p> <ul style="list-style-type: none"> <li>• benefits-related free school meals</li> <li>• universal infant free school meals</li> </ul> <p>School kitchens should follow the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>. You should also continue to provide free school meal support to pupils who are eligible for benefits-related free school meals and who are learning at home during term time. More information on <a href="#">providing school meals during the coronavirus (COVID-19) outbreak</a> is available.</p>	<p>Arrangements in place to provide food to pupils on site, including the requirement of universal free school meals.</p> <p>Arrangements for the continued provision of FSMs for children not attending school are in place.</p> <p>Arrangements for when and where each bubble will take lunch (and snack time if necessary) are in place so that children do not mix with children from other bubbles. This will result in the majority of class groups eating their lunch in their classrooms.</p> <p>Systems on place for the socially distanced collection of meals for classes eating within their classrooms are in place.</p>	

### Ventilation systems

Where mechanical ventilation systems exist, you should ensure they are maintained in accordance with the manufacturers recommendations. Good ventilation with fresh air is essential at all times in classrooms and particularly during this period. Refer to the system of controls for guidance on keeping occupied spaces well ventilated.

### Educational visits

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
We advise against all educational visits at this time. This advice will be kept under review.		The Association of British Insurers (ABI) has produced information on <a href="#">travel insurance implications following the coronavirus (COVID-19) outbreak</a> . If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider.

### School uniform

We would encourage all schools to maintain their usual uniform policies. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.

Uniforms do not need to be cleaned:

- more often than usual
- using different methods

Think about how you will manage pupil non-compliance. Taking a mindful and considerate approach may help parents who have difficulty obtaining uniform items or are experiencing financial pressures.

Increased ventilation may make school buildings cooler than usual over the winter months. Consider allowing pupils to wear additional items of clothing in addition to the school's current uniform. Where this occurs, no extra financial pressure should be placed on parents.

## Curriculum

You should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress. The key principles that underpin our advice on curriculum planning are as follows:

- **Education is not optional.** All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life.
- **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.

Informed by these principles, you should meet the following key curriculum expectations:

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p><b>Teach an ambitious and broad curriculum in all subjects.</b> Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils’ knowledge. You should ensure that curriculum planning is informed both by an assessment of pupils’ starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure.</p>	<p>Staff will focus on implementing the curriculum in full, including the pupils’ Individual Education Plans.</p> <p>The focus will be on reestablishing routines and expectations and delivering the priorities set out within the pupils’ Individual education plans.</p> <p>Where necessary, based on clear evidence of need, staff may reassess pupils in order to determine whether the period of time missed has resulted in previously acquired knowledge and skills being lost. Where this is the case, time will be taken to focus on these areas prior to moving on to the current developmental priorities.</p>	

<p><b>You may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances.</b></p> <p>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 may deprive pupils of the knowledge and cultural capital they need to succeed in life. If you choose to suspend some subjects for some pupils (where the subject is not one that is statutorily mandated) you should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents.</p>	<p>Staff will focus on implementing the curriculum in full from September, including the pupils' Individual Education Plans.</p>	
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**Relationships, sex and health education (RSHE)**

Schools are required to provide some relationships, sex and health education to all secondary age pupils in the academic year 2020 to 2021, and to provide some relationships and health education to all primary age pupils.

You are also required by law to publish a Relationships and Sex Education (RSE) policy and to consult parents on this. You must engage with parents on the school's RSE policy. You can do this online and do not necessarily need to do so in person.

You may choose to focus this year's RSHE teaching on the immediate needs of your pupils, such as health education, introducing a more comprehensive RSHE programme in September 2021.

You should prioritise RSHE content based on the needs of your pupils, with particular attention to the importance of positive relationships, as well as mental and physical health.

**Music, dance and drama in school**

Music, dance and drama build confidence, help children and young people live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be a cumulative risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.

Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the Department for Culture, Media and Sport (DCMS) for professionals and non-professionals in the performing arts.

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p><b>Minimising mixing groups and volume control</b></p> <p>The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff, including for rehearsal and performance. As set out in the system of controls, this can be achieved through keeping groups separate (in bubbles) and through maintaining social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum.</p> <p>If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</p>	<p>Class sizes are no more than ten pupils, supported at any one time by three support staff, one teacher and up to two midday carers.</p> <p>No more than one part-time arrangement in each class.</p> <p>Classes will be combined to create six bubbles based on EYFS, KS1, KS2, KS3, KS4 and KS5. These bubbles will be made up of two class groups, except two which will be made up of three, although one of these (KS5) will only contain 21 students so is closer to being two classes in number.</p> <p>Musical equipment must be wiped or sprayed with anti-bac spray prior to use and use by children from different bubbles.</p>	

<p>Additionally, they should aim to keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, using microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the <u>guidance on handling equipment</u></p>	<p>Specialist teaching spaces are small enough to negate the need for shouting.</p> <p>Music volume levels will be kept to a level that mean shouting is not required.</p>	
<p><b>Performances</b> You should not host any performances with an audience. You may wish to consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</p>	<p>Not applicable as all live performances have been suspended indefinitely, but this will be kept under review and advice sought should they be reinstated.</p>	

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

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

When planning music provision, you should consider additional specific safety measures. There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections. Government has published advice on safer singing.

Classes will be combined to create six bubbles based on EYFS, KS1, KS2, KS3, KS4 and KS5. These bubbles will be made up of two class groups, except two which will be made up of three, although one of these (KS5) will only contain 21 students so is closer to being two classes in number.

Musical equipment must be wiped or sprayed with anti-bac spray prior to use and use by children from different bubbles.

Specific rooms for Music, Dance and Drama are large enough to maintain a safe distance.

These rooms are only being used by two groups per day, once per morning and once per afternoon to ensure cleaning between uses.

**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. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.

**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. Pupils should use seating where practical to help maintain social distancing.

Classes will be combined to create six bubbles based on EYFS, KS1, KS2, KS3, KS4 and KS5. These bubbles will be made up of two class groups, except two which will be made up of three, although one of these (KS5) will only contain 21 students so is closer to being two classes in number.

The school choir will be trialled by zoom rather than within a single room

A specific risk assessment for the delivery of the school choir will be produced and kept under review in line with national guidance.

Drama room extractor fan to be turned on at all times.

Face to face singing between pupils will be avoided and adults leading the session will maintain 2 Metre distancing.

Supporting adults will sit next to, rather than in front of pupils, where possible.

Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate social distancing. This will necessitate additional close contact in order to support effective learning and development.

<p><b>Seating positions</b></p> <p>Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</p> <p><b>Microphones</b></p> <p>Use microphones where possible or encourage singing quietly.</p>	<p>Face to face singing between pupils will be avoided and adults leading the session will maintain 2 Metre distancing where possible.</p> <p>No wind or brass playing currently takes place in school.</p>	
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<p><b>Handling equipment and instruments</b></p> <p>Measures to take when handling equipment, including instruments, include the following.</p> <p><b>Handwashing</b></p> <p>Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.</p> <p><b>Avoiding sharing instruments</b></p> <p>Avoiding sharing instruments and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</p> <p>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 <u>government guidance on cleaning and handling equipment</u> - instruments should be cleaned by the pupils playing them, where possible</p> <p>Instruments should be cleaned by the pupils playing them, where possible.</p>	<p>Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need. Pupils directly instructed to wash hands throughout the day, at key routine periods and in response to pupil specific need, such as having coughed into their hand.</p> <p>Signage in place throughout the school to promote enhanced hygiene.</p> <p>Pupils will be provided with their own instrument where at all possible in order to reduce the need to share</p> <p>Equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different class groups, even when within the same class bubble.</p> <p>Equipment will be reviewed in order to identify which can be cleaned as required and that which cannot.</p> <p>Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labelled as not for use, with the date of when they can be put back in to circulation noted.</p>	<p>Due to the complexity of need, some pupils will be unable to wash hands thoroughly without direct adult support. This will necessitate additional close contact in order to support effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to understand or follow guidance on appropriate hygiene. This will necessitate additional close contact in order to support repeated effective handwashing.</p> <p>Due to the complexity of need, some pupils will be unable to explore/play instruments effectively without close support.</p>
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<b>Physical activity in schools</b>		
<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>Settings have the flexibility to decide how physical education, sport and physical activity whilst following the measures in their system of controls.</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>In considering what team sports can be offered, those whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at <a href="#">return to recreational team sport framework</a>.</p> <p>Pupils and students should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p>	<p>Staff will focus on implementing the physical development curriculum in full from September, including the pupils’ Individual Movement Plans.</p> <p>Equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different class groups, even when within the same bubble</p> <p>Equipment that has been used should also be sprayed or wiped at the end of the school day.</p> <p>Equipment will be reviewed in order to identify which can be cleaned as required and that which cannot.</p> <p>Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labeled as not for use, with the date of when they can be put back in to circulation noted.</p> <p>Outside spaces will be prioritised for use.</p>	

<p>Settings 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. For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. 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.</p>	<p>Equipment should be wiped or sprayed with anti-bac spray prior to use and between use by children from different class groups, even when within the same bubble</p> <p>Equipment that has been used should also be sprayed or wiped at the end of the school day.</p> <p>Equipment will be reviewed in order to identify which can be cleaned as required and that which cannot.</p> <p>Equipment that has been used and where cleaning or disinfection is not possible or practical, should be labeled as not for use, with the date of when they can be put back in to circulation noted.</p> <p>Outside spaces will be prioritised for use.</p>	
<p>Indoor swimming pools, used by settings for education and training, including hydrotherapy pools used for physical therapy, can continue to be used.</p> <p>Schools should refer to the following guidance: <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a> guidance from Swim England on school swimming and water safety lessons available at <a href="#">returning to pools guidance documents</a></p>	<p>Separate risk assessments will be completed for the reopening of the hydrotherapy pool, informed by industry advice and developed by the pool manager based on the specific characteristics of the school pool.</p> <p>The use of the pool for Hydrotherapy processes, as defined within pupils' EHCPs, will be prioritised.</p>	

Settings can work with external coaches, clubs and organisations for curricular and extra-curricular activities if they are satisfied that this is safe to do so within their wider protective measures. Where appropriate for children and young people they can support them to be physically active while maintaining physical distancing with activities such as active miles, making break times and lessons active and encouraging active travel.

Where there are regular additional staff attending the school, such as sports coaches, this will be risk assessed with the intention that these additional staff observe enhanced hygiene routines and social distancing.

**Catch up support**

You will decide how the catch-up premium provided by Government is spent in your school. To help schools make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up and a further school planning guide: 2020 to 2021.

The National Tutoring Programme will continue to offer tuition as normal and schools should continue to sign up and engage with the programme.

**Behaviour, discipline and wellbeing**

<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
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<p>Your policies should set clear, reasonable and proportionate expectations of pupil behaviour. Further information on behaviour and discipline in schools is available.</p> <p>Set out clearly the consequences for poor behaviour and deliberately breaking the rules. You should also set out how you will enforce those rules including any sanctions, especially for any restrictions on movement within school and new hygiene rules.</p>	<p>The evidence so far has been that the consistency of staff communication and behaviours, coupled with the familiarity of the environment, has provided pupils with significant reassurance. This has resulted in the vast majority of pupils managing the disruption to routine, or returning to school after sustained absence, without expressing negative emotions.</p> <p>Staff will focus on the building of friendships and the reestablishment of social engagement as part of their usual start of year activities and routines</p> <p>Staff will take an individualised approach to providing the pupils with any additional emotional support required to secure a positive start to the school year.</p>	
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Lack of routine, and classroom discipline may contribute to disengagement for some pupils returning to school. This could result in an increase in poor behaviour. Consider what sanctions or consequences are appropriate for poor behaviour and whether additional support should be put in place for these pupils including those who:

- may struggle to reengage in school
- are at risk of being absent or persistently disruptive

Some pupils may return to school having suffered from:

- bereavement
- anxiety
- in some cases, increased welfare and safeguarding harms

This may lead to an increase in social, emotional and mental health concerns, particularly for vulnerable groups such as:

- pupils with a social worker
- previously looked-after children who left care through adoption or special guardianship
- young carers

These pupils may need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for pupils who have SEND may have been disrupted during the period of restrictions on attendance and there

The evidence so far has been that the consistency of staff communication and behaviours, coupled with the familiarity of the environment, has provided pupils with significant reassurance. This has resulted in the vast majority of pupils managing the disruption to routine, or returning to school after sustained absence, without expressing negative emotions.

Staff will focus on the building of friendships and the reestablishment of social engagement as part of their usual start of year activities and routines

Staff will take an individualised approach to providing the pupils with any additional emotional support required to secure a positive start to the school year.

## **Disciplinary actions**

The disciplinary powers that you normally have, including suspension and expulsion, remain in place.

Expulsion should only be used as a last resort and must be lawful, reasonable, and fair. Where a pupil with a social worker is at risk of suspension or expulsion, inform their social worker and involve them in relevant conversations.

Try to avoid expelling any pupil with an EHC plan, or a looked-after child. Where a looked-after child is at risk of suspension or expulsion, the designated teacher should contact the relevant authority's virtual school head as soon as possible. This will help you to decide how to help the child and avoid an expulsion becoming necessary.

Where a previously looked-after child is at risk of expulsion, the designated teacher should speak with the child's parent or guardian and seek advice from their virtual school head.

Pre-empting that a pupil may commit a disciplinary offence, and not allowing the pupil to attend school, is an unlawful suspension.

You should already have arrangements in place to support attendance and engagement. Consider what additional support pupils may need to make a successful return to full-time attendance.

Any disciplinary suspension or expulsion of a pupil from a school, even for short periods of time, must follow the statutory procedure. 'Informal' or 'unofficial' suspensions, such as sending pupils home 'to cool off' for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers.

It is unlawful to punish a child for the actions of their parents. For example, refusing to allow a pupil to class because their parents did not attend a meeting or because the parents brought the pupils to school late would be unlawful.

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.

<b>Pupil wellbeing and support</b>		
<b>Guidance Statement</b>	<b>Actions Taken</b>	<b>Limitations of actions taken and explanation of why.</b>
<p>Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. 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. Consider using pastoral and extra-curricular activities to:</p> <ul style="list-style-type: none"> <li>• support the rebuilding of friendships and social engagement</li> <li>• address and equip pupils to respond to issues linked to coronavirus (COVID- 19)</li> <li>• support pupils with approaches to improving their physical and mental wellbeing</li> </ul>	<p>The evidence so far has been that the consistency of staff communication and behaviours, coupled with the familiarity of the environment, has provided pupils with significant reassurance. This has resulted in the vast majority of pupils managing the disruption to routine, or returning to school after sustained absence, without expressing negative emotions.</p> <p>Staff will take an individualised approach to providing the pupils with the necessary emotional support required to secure a positive return to school.</p>	
<p>You may also need to provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible. Our <a href="#"><u>'Every interaction matters'</u></a> webinar can help with offering pastoral support for wellbeing.</p> <p>Where there is a concern a pupil is in need or suffering or likely to suffer harm, follow your child protection policy and part I of keeping children safe in education. Consider any referral to statutory services (and the police) as appropriate.</p>		

<p>Work with school nurses, where they are in place, to:</p> <ul style="list-style-type: none"> <li>• ensure delivery of the healthy child programme (which includes immunisation)</li> <li>• identify health and wellbeing needs</li> <li>• provide support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>• support pupils with additional and complex health needs</li> </ul>	<p>The School Nursing team is based on site, providing the opportunity for close liaison. This will include the identification and response to concerns regarding the health and wellbeing of pupils within the school.</p> <p>We will work with clinical staff to support them to observe the PPE requirements set out in their guidance. Where possible they will minimise contact and maintain as much distance as possible from pupils and other staff.</p>	
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