



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 COVID-19 operational guidance” and “Additional operational guidance for special schools, special post-16 institutions and alternative provision” (Identified as *Special School Specific*) updated on **10th May 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.

Public health advice		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>We have worked closely with the Department of Health and Social Care (DHSC) and Public Health England (PHE) to develop this guidance.</p> <p>Based on the recent <u>ONS data</u>, the risks to education staff are similar to 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 second dose of the vaccine and based on a staff survey, 95% of the 70 respondents had taken up the offer.</p> <p>Staff are completing LFTs twice a week on Sundays and Wednesdays with an uptake of c. 70%</p>	

<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. Working with PHE, we continually review the measures, which are informed by the latest scientific evidence and advice and update our guidance accordingly.</p> <p>You must comply with health and safety law and put in place proportionate control measures. To meet these obligations you must:</p> <ul style="list-style-type: none"> • review your health and safety risk assessments in light of this refreshed guidance • make any necessary changes to your control measures applying the system of controls 	<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>	
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Risk Assessment		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.

<p>Educational providers have a legal duty to protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from COVID-19 within your school.</p> <p>You must 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. This hierarchy of controls is set out in annex A.</p> <p>You must regularly review and update your risk assessments - treating them as 'living documents' - as the circumstances at your school 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"> • effective • working as planned <p>You must notify your staff and their health and safety representatives of review outcomes.</p> <p>For more information on what is required of school leaders in relation to health and safety risk assessments and managing risk, see annex A.</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

PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants.

In this section where something is essential for public health reasons, as advised by Public Health England (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.

This is the set of actions you must take. They are grouped into 'prevention' and 'response to any infection'.

If you follow the system of controls, you will effectively reduce risks in your setting and create an inherently safer environment. These additional measures will be reviewed in partnership with health experts to decide whether the evidence suggests that these measures can be eased ahead of the summer term.

Prevention

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 COVID-19 amongst the setting community.
- 12) Contain any outbreak by following local health protection team advice.

Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the setting

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>When an individual develops COVID-19 symptoms or has a positive test</p> <p>Pupils, students, staff and other adults must not come into the setting if:</p> <ul style="list-style-type: none"> • they have one or more coronavirus (<u>COVID-19 symptoms</u>) • a member of their household (including someone in their <u>support</u> or <u>childcare</u> bubble if they have one) has COVID-19 symptoms • they are legally required to quarantine having <u>recently travelled from certain other countries outside the Common Travel Area</u> • they have had a positive test • have been in close contact with someone who tests positive for COVID-19 	<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 or double void 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 and tests provided to those who do.</p>

<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"> • the start of their symptoms • the test date if they did not have any symptoms but have had a positive LFD or PCR test (if an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the pupil can return to school) <p>You must follow this process and ensure everyone onsite or visiting is aware of it.</p>	<p>Individual conversations will be available for those who have a positive test outcome in order to determine the specific duration of any isolation period. Where this is unclear, guidance will be sought from PHE.</p> <p>Clear protocols are in place for responding to members of the school community who become symptomatic on site.</p>	
<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.</p>		
<p>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:</p> <ul style="list-style-type: none"> • 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 the guidance for households with possible or confirmed COVID-19 infection • advise them to arrange to have a test as soon as possible to see if they have COVID- 19 <p>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. It remains essential that anyone who gets a positive result from an LFD result self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test.</p> <p>If a member of the household starts to display symptoms while self-isolating, they will need to restart the to 10-day isolation period and book a test.</p> <p>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.</p>		

<p>In non-residential settings, if a child or young person/student displays 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.</p> <p>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.</p>	<p>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 with the windows open.</p> <p>School's own transport route has aligned its hygiene protocols with Oxfordshire County Council's fleet transport systems.</p>	<p>Due to the size of the school's catchment area and the fact that some families do not have access to transport, it is likely that we will need to transport symptomatic pupils home more frequently than in other settings.</p>
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<p>If a child is awaiting collection:</p> <ul style="list-style-type: none"> • 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 • a window should be opened for ventilation if it is safe to do so. • If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. 	<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>Personal protective equipment (PPE) must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) - more information on PPE use can be found in the safe working in education, childcare and children's social care settings guidance.</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 COVID-19 symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to do so.</p> <p>The individual should not use public transport if they are symptomatic. If arranging their return to their family home to isolate, schools should follow advice on transport arrangements in the safe working in education, childcare and children's social care settings guidance.</p> <p>PHE has advised that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying COVID-19.</p> <p>Further information is available on how to manage and report confirmed cases of COVID-19 amongst the school community.</p>		

When an individual has had close contact with someone with COVID-19 symptoms

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:

- the symptomatic person subsequently tests positive
- they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)
- they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) which is a legal obligation
- they have tested positive from an LFD or PCR test as part of a community or worker programme. **If an LFD test is taken first, and a confirmatory PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the individual can return to school.**

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 the guidance on the cleaning of non-healthcare settings.

Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.

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.

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.

Signage in place throughout the school to promote enhanced hygiene by both pupils and staff.

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.

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>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 reenforcing the need to self isolate with members of the school's wider community.</p> <p>Coordination with other local schools is taking place to ensure that there is a collective knowledge of who should be isolating when families have children attending more than one school.</p>	
<p>2.Ensure face coverings are used in recommended circumstances</p>		
<p>Guidance Statement</p>	<p>Actions Taken</p>	<p>Limitations of actions taken and explanation of why.</p>
<p>Based on the current state of the pandemic and the positive progress being made, it is no longer necessary to recommend the additional precautionary face covering measures put in place from the 8 March.</p>	<p>School will continue to support those staff and pupils who wish to wear face coverings to do so.</p>	

<p>From 17 May, in line with Step 3 of the roadmap, face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms.</p> <p>In all schools we continue to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas).</p> <p>Where schools are delivering education and training, including extra-curricular activities and wraparound childcare, in a community setting (for example, library or community centre), staff and pupils will be exempt from the legal requirement to wear a face covering if they are in a private room or the premises has been exclusively hired for the sole use of its pupils and staff.</p> <p>The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission.</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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<p>The Local Action Committee structure (bronze/silver/gold) should be used in such circumstances to re-introduce the use of face coverings. Immediate outbreak response (at the level of individual settings or a cluster of settings) remains for local directors of public health to advise on.</p> <p>Children and young people aged 11 and over must still wear a face covering on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school or college. This does not apply to children and young people who are exempt from wearing face coverings.</p> <p>The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education settings or requirement in public places.</p>	<p>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.</p> <p>Staff will be requested to wear a face covering when moving around the school outside of their bubble.</p> <p>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.</p> <p>Transparent face coverings are not routinely 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.</p> <p>Pupils or staff who use face visors or shields will be advised not to do so unless there is a specific purpose. If they are in use then a risk assessment will take place.</p>	
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Where our guidance recommends face coverings, 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. Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.

The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this must be considered alongside the comfort and breathability of a face covering which contains plastic which may mean that the face covering is less breathable than layers of cloth.

More broadly, schools have a duty to make reasonable adjustments for disabled pupils and students, to support them to access education successfully. The following is a non- exhaustive list which provides examples of possible adjustments where face coverings are recommended:

Transparent face coverings are not routinely 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 unless there is a specific purpose. If they are in use then a risk assessment will take place.

<ul style="list-style-type: none"> • the provision and effective use of assistive listening devices, such as radio aids • an increased focus on the listening environment, minimising all unnecessary background noise - steps should be taken so that children with hearing loss are taught in classrooms with the best possible acoustic conditions • allowing the use of speech-recognition apps on mobile devices and tablets in classrooms, taking into account possible variations in the effectiveness of such apps in different classroom situations • additional communication support, including remote speech-to-text reporters or sign language interpreters <p>Where appropriate, education settings should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual.</p> <p>Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</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>Transparent face coverings are not routinely used within the school, unless accompanied by a fluid resistant face covering. 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.</p> <p>In line with the wider values and actions of the school, the requirements of individual pupils will be considered carefully and any pupil specific actions acted upon.</p> <p>Pupils or staff who use face visors or shields will be advised not to do so unless there is a specific purpose. If they are in use then a risk assessment will take place.</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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Exemptions

Where face coverings are recommended there are some circumstances where people may not be able to wear a face covering. This includes (but is not limited to):

- people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability
- where putting on, wearing or removing a face covering will cause you severe distress
- people speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate
- to avoid harm or injury, or the risk of harm or injury, to yourself or others – including if it would negatively impact on your ability to exercise or participate in a strenuous activity

The same exemptions will apply in education and childcare settings and you should 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.

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

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.

<p>Safe wearing and removal of face coverings</p> <p>You should have a process for when face coverings are worn within your school and how they should be removed, for example when pupils arrive at school wearing them. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for those who may be distressed if required to remove a face covering against their wishes.</p>	<p>The school has made available information regarding the safe donning and doffing of PPE to support staff and pupils.</p> <p>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>	<p>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> <p>In line with expectations for effective communication, staff will be sensitive around communicating transitions associated with the putting on or removal of face coverings.</p>
<p>Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> • cleaning hands before and after touching face coverings, – including to remove or put them on • safely storing face coverings in individual, sealable plastic bags between use • not touching the front of face coverings during use or when removing them <p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p>	<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.</p> <p>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>	<p>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>

<p>If pupils arrive at school wearing a face covering you must instruct pupils to:</p> <ul style="list-style-type: none"> • not touch the front of their face covering when removing it • dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) • place reusable face coverings in a plastic bag they can take home with them • wash their hands again before heading to their classroom. 	<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.</p> <p>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

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
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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:

- when they arrive at the setting
- when they return from breaks
- when they change rooms
- before and after eating

Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.

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.

Signage in place throughout the school to promote enhanced hygiene.

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.

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.

Consider how often pupils, students and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.

Staff working with pupils and students who spit uncontrollably may want more opportunities to wash their hands than other staff.

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.

Continue to help pupils and students with complex needs to clean their hands properly.

You will typically have handwash basins in or adjacent to classrooms, so you may be able to use these to maximise hand washing.

Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.

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.

All classrooms have access to hand basins either within or adjacent to the classroom.

Signage in place throughout the school to promote enhanced hygiene.

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.

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.

Frequent and thorough hand cleaning should now be regular practice. You should consider:

- whether the setting has enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly
- if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative
- 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

All classrooms have access to hand basins either within or adjacent to the classroom.

Hand soap and hand sanitiser deployed to every classroom and at other key locations such as reception.

Pupils will be closely monitored in their use of hand sanitiser in order to ensure that it is used appropriately.

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.

If individuals have a particular sensitivity to repeated hand cleaning, they will be supported with alternative products to ensure enhanced hygiene is maintained.

Staff support pupils to both understand the importance of, and complete, hand cleaning processes dependent upon level of need.

Those who require close supervision in order to use cleaning materials appropriately, will be identified by staff and supported as necessary.

Signage in place throughout the school to promote enhanced hygiene.

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.

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.

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 e-Bug COVID-19 website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</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

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<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"> • more frequent cleaning of rooms or shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • cleaning toilets regularly • encouraging pupils and students to wash their hands thoroughly after using the toilet • if your site allows it, allocating different groups their own toilet blocks 	<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. Consider how to minimise contact across the site and maintain social distancing wherever possible

Minimising contacts and mixing between people reduces transmission of 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

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

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<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 partially implemented.</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"> • specialist teaching • wraparound care • transport • boarding pupils in one group residentially and another during the school day. <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"> 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. 	<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"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase <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"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase <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>

<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>Measures elsewhere</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>Measures for arriving at, and leaving the setting</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"> condensing or staggering free periods or break time but retaining the same amount of teaching time keeping the length of the day the same but starting and finishing later to avoid busy periods <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"> gather at the gates come onto the site without an appointment 	<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 between 3:00 and 3:10 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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Travelling to the setting

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 safer travel guidance for passengers.

The transport to schools and other places of education 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.

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.

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.

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

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

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.

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.

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 between 3:00 and 3:10 and wait with their vehicle in the car park for their child to be brought to them.

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

<p>e. Other considerations</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"> • local authorities • health professionals • regional schools’ commissioners • other services <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 complement 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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<p>Equipment</p> <p>For individual and very frequently used equipment, such as pencils and pens, staff, pupils and students should have their own items.</p> <p>Classroom-based resources, such as books and games, can be used and shared within the bubble. These should be cleaned regularly, along with all frequently touched surfaces.</p> <p>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 either:</p> <ul style="list-style-type: none"> • 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) 	<p>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.</p> <p>Where pupils within a bubble are sharing toys or resources, these will be cleaned regularly with anti-bac spray and wipes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Equipment that has been used should also be sprayed or wiped at the end of the school day.</p>	
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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, wearing a face mask, until a member of staff arrives to collect their child. When collecting their child they will arrive between 3:00 and 3:10 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

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
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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.</p> <ul style="list-style-type: none"> • 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 • 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. If necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so). 	<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.
- 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.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Face coverings are not classified as <u>PPE</u> (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 COVID-19 is only required in a very limited number of scenarios, for example, when:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with COVID-19 symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • performing <u>aerosol generating procedures (AGPs)</u> 	<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. 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. 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"> • when, how PPE should be used • what type of PPE to use • and how to source it 	<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"> • <u>Specialist settings</u> 	<p>The school is supporting the use of twice weekly home testing. This will take place on Sundays and Wednesdays with positive or double void 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>	<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.</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"> • <u>book a test</u> if they or their child has symptoms – the main symptoms are: <ul style="list-style-type: none"> • a high temperature • a new continuous cough • a loss or change to your sense of smell or taste 	<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 may be treated as a confirmed case based on the outcome of a risk assessment. Where this is the case, it 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"> • <u>self-isolate</u> immediately and not come to the setting if: <ul style="list-style-type: none"> • they develop symptoms • they have been in close contact with someone who tests positive for COVID-19 • anyone in their household or support or childcare bubble develops symptoms of COVID-19 • they are required to do so having recently travelled from certain other countries • they have been advised to isolate by NHS test and trace or the PHE local health protection team • provide details of anyone they have been in close contact with, if they test positive for COVID-19 or if asked by NHS Test and Trace 	<p>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#employer-referral</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</p> <p>All visitors will be logged, with additional details secured for track and trace purposes.</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p>	
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Booking a polymerase chain reaction (PCR) test through 119

Anyone who displays symptoms of COVID-19 can and should get a test. Tests can be booked online through the [NHS testing and racing for coronavirus](#) website, or ordered by telephone via NHS 119 for those without access to the internet.

Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

All children and young people 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. Teenagers aged 12-17 will need to be supervised by an adult.

Staff will be informed of their eligibility for testing and supported to access testing where necessary.

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.

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.

We have been advised by PHE that pupils for whom it is not possible to test, due to their physical or behavioural complexity may be treated as a confirmed case based on the outcome of a risk assessment. Where this is the case, it may have significant implications on the operation of the school due to the number of pupils in the school who may fit this profile.

Polymerase Chain Reaction (PCR) tests contingency supply

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.

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.

These kits can be given directly to:

- staff
- parents and carers collecting a child who has developed symptoms at school

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 COVID-19.

Further information on [test kits for schools and further education providers](#) is available.

Ask parents, carers, students and staff to inform you as soon as they get their results.

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 COVID-19

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Swift action must be taken when someone tests positive for COVID-19. If someone who uses dedicated transport tests positive, local authorities should work with schools and colleges to identify close contacts.</p> <p>Schools may receive support on this through the dedicated advice service introduced by PHE, which can be reached through the DfE helpline on 0800 046 8687, or their PHE local health protection team if escalated. Based on their advice, people who have been in close contact with the person who has tested positive must be sent home and advised to self-isolate immediately and for at least the next 10 full days counting from the day after contact with the individual who tested positive. It is a legal requirement for an individual to self-isolate if they have been told to do so by NHS Test and Trace.</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"> • PHE South East Health Protection Team flow chart located in the Headteachers' office. • DfE Symptomatic children action list poster located in the Headteachers' office • Thames Valley Health Protection Team phone number is 03442253861 • Thames Valley Health Protection Team email is TVPHE@phe.gov.uk • Systems in place for the contacting of families and transport operators, both within school hours and out of hours. 	
<p>A risk assessment may be undertaken to determine this, but a close contact can be anyone who:</p> <ul style="list-style-type: none"> • anyone who lives in the same household as someone with coronavirus (COVID- 19) symptoms or who has tested positive for COVID-19 • anyone who has had any of the following types of contact with someone who has tested positive for COVID-19 with a PCR or LFD test: <ul style="list-style-type: none"> • 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 		

Whilst awaiting the confirmatory PCR result, pupils, students and staff and close contacts should continue to self-isolate. If someone who uses transport tests positive, the assessment is likely to take account of factors such as:

- vehicle size
- degree of face-to-face contact
- length of time in close proximity
- whether a Perspex screen is in place

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<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 has been provided for you to send to parents of children asked to self-isolate. This can also be used for staff if needed. It is important that this letter is shared promptly with all parents of children that have been asked to self-isolate as this letter allows parents who are on a low income and unable to work from home to apply to their local authority for financial support under the Test and Trace Support Payment scheme. They will not be able to make an application without providing this letter as supporting evidence. You must not share the names or details of people with 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>	
<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 unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate; this is a legal obligation. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow <u>guidance for households with possible or confirmed COVID-19 infection</u>. They should get a test, and:</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>	

- 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 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 COVID-19 infection](#)

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 COVID-19](#)

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

From 11 January, we asked you to resume completing the educational setting status form. From 8 March, the form was amended to reflect wider opening. The data you supply helps the government monitor the impact of COVID-19 on schools.

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

Test and Trace Support Payments

Some school staff, parents and carers may be eligible for a one-off Test and Trace Support Payment of £500. This is payable in one lump sum from your local authority.

To be eligible for a Test and Trace Support Payment, you must:

- be on a low income
- be unable to work from home
- be at risk of losing income as a result of self-isolating
- be living in England
- meet the eligibility criteria

Staff identified as close contacts of a positive case will require an NHS Test and Trace Account ID number (CTAS number) to be able to claim a Test and Trace Support Payment or discretionary payment. Parents and carers of self-isolating children should be provided with a letter to support their application for payment, but will not require an NHS Test and Trace Account ID number (CTAS number).

The Department for Health and Social Care has launched the self-isolation service hub (020 3743 6715). The phone line is open 7 days a week, 8am to 8pm, allowing a school to provide contact details of any staff who have been asked to self-isolate and are likely to be eligible for the Test and Trace Support Payment or discretionary payment.

In order for any of your staff who may be eligible for a payment from the Test and Trace Support Payment scheme to be able to claim, you must follow these steps.

1. Ensure that you collate a list of appropriate close contacts for the person who has tested positive within your establishment and inform these close contacts that they now need to self-isolate.
2. Call the service hub on 020 3743 6715 as soon as you have the 8-digit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who has tested positive.
3. Provide the details of the person who has tested positive, along with the details of the relevant staff members you have identified as close contacts. If you do not have NHS Test and Trace Account ID for the person who has tested positive, Hub staff will assist in tracing the person in order to register their contacts on the Test and Trace system (CTAS).
4. NHS Test and Trace will then contact individuals to formally advise them of their need to self-isolate and provide them with an NHS Test and Trace Account ID.
5. Following this, individuals who are employed or self-employed, on a low income, unable to work from home and losing income as a result may qualify for the Test and Trace Support Payment scheme through their local authority.

Applications from parents and guardians who need to take time off work to care for a child who is self-isolating

Eligible parents or guardians of children who have been advised to self-isolate by their education setting (even where they have not been told to self-isolate by NHS Test and Trace) can also apply for the Test and Trace Support Payment scheme if they are on a low income, unable to work from home and need to take time off work to care for a child who is self-isolating. Parents and carers do not require an NHS Test and Trace Account ID number in order to claim and schools are not required to register all children asked to self-isolate with NHS Test and Trace in the same way as staff.

The scheme is open to eligible parents and carers of children aged 15 and under, and parents of young people aged 16 to 25 with an education health and care plan. Further information on how parents and guardians can [claim financial support under the Test and Trace Support Payment scheme is available](#).

Schools should provide parents and carers of children advised to self-isolate with the template letter, detailing the child's name and the dates of their isolation period. The parent or guardian will need to use this letter as supporting evidence as part of their application to their local authority for a payment from the Test and Trace Support Payment scheme. Parents whose children are told to self-isolate by their school will not be able to apply for financial support without a letter.

When a parent or guardian applies to the Test and Trace Support Payment scheme because they need to care for a child who is self-isolating, their local authority will be required to contact their child's school via phone or email to verify information about the child. This includes the child's name, age and dates of self-isolation. This is a standard check against fraudulent claims, and may take place before or after a payment is made.

You will only be asked to share information on children whose parents have made an application to their local authority for the Test and Trace Support Payment scheme. You may wish to update your data privacy notice to reflect this.

I2. 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 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.

Admitting pupils, students and staff back to the setting

The pupil or staff member who tested positive for COVID-19 can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.

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

In the vast majority of cases, parents and carers will be in agreement that a pupil with symptoms should not attend the school, given the potential risk to others. In the event that a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.

Asymptomatic testing
COVID-19 asymptomatic testing in schools

Rapid testing using Lateral Flow Devices (LFDs) helps to identify people who are infectious but do not have any COVID-19 symptoms. For secondary school staff and pupils, we have moved to a home testing model. The lateral flow devices used have received regulatory approval from the MHRA for self-use. Home test kits are available for all staff. 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 or double void test outcomes being reported to the Headteacher email account.

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.

Home testing

Both pupils and staff in secondary schools will be supplied with LFD test kits to self swab and test themselves twice a week at home. Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing.

Pupils aged 18 and over should self-test and report the result, with assistance if needed. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Children aged 11 attending a secondary school should be tested by an adult.

Confirmatory PCR tests

Staff or pupils with a positive LFD test result must 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 PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms. Those with a negative LFD test result can also continue to attend school and use protective measures.

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

The Headteacher with responsibility for Home Testing will maintain all relevant records and ensure suitable supplies of test kits are available.

Students whose families elect to support home testing will be provided with test kits.

Take up by families for home testing of their children has been low as a result of the complexity of the children's communicative and behavioural requirements.

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>Primary aged pupils and schools Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.</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>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>Specialist settings</p> <p>We recognise specialist settings will have additional considerations to take into account when delivering asymptomatic testing and additional guidance on testing in specialist settings has been published. We recognise that self-swabbing may cause significant concerns for some children and young people with SEND. Testing is voluntary and no child or young person will be tested unless informed consent has been given by the appropriate person.</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>https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/mass-asymptomatic-testing-in-specialist-settings</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>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.</p>

Symptomatic testing

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.

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.

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.

Attendance		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>School attendance became mandatory again for all pupils from 8 March.</p> <p>The usual rules on school attendance apply to all pupils including:</p> <ul style="list-style-type: none">• 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)• the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority.</p> <p>You should not plan for rotas as there is no requirement to reduce occupancy in schools. Instead, everyone must follow the system of controls.</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>	

Term time holidays

As restrictions begin to lift, some families may be looking to take holidays. As usual, parents should plan their holidays around school breaks and not take their children out of school on holiday during term time.

Where a parent wishes to take their child out of school for whatever reason, the onus is on them to apply for a leave of absence and demonstrate why they believe the circumstances are exceptional. Schools make decisions on granting leave of absence, but will not normally do so for a holiday.

Self-isolation and shielding

A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:

- have 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 COVID-19

Some groups of people, including children, are at higher risk of severe illness from coronavirus. This group of people have been told directly by their GP or hospital clinician, or have received a letter, confirming that they are 'clinically extremely vulnerable'. Since the 1 April, those who are clinically extremely vulnerable (CEV) are no longer advised to shield. See guidance on [who is at higher risk from coronavirus](#), and [protecting people who are clinically extremely vulnerable](#).

All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Pupils who live with someone who is CEV should continue to attend school as normal.

As normal, you 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 already set out in the [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, rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.

You are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around COVID-19, in the circumstances provided for in the [remote education temporary continuity direction](#). You should keep a record of this activity but do not need to record it in the attendance register.

You should offer pastoral support to pupils who are:

- self-isolating
- vulnerable

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

Pupils and families who are anxious about attending school

It is likely that some pupils, parents and households may be reluctant or anxious about attending school. This may include pupils who:

- have themselves been shielding previously but have been advised they no longer need to shield
- live in a household where someone is clinically vulnerable (CV) or CEV (including young carers)
- are concerned about the possible increased risks from COVID-19 such as those who have certain conditions such as obesity and diabetes

Discuss any concerns with parents and provide reassurance about the measures you are putting in place to reduce any risks including the system of controls and testing. Discuss with individual parents other specific accommodations that can be put in place to ensure that the pupil can regularly attend and emphasise the benefits of regular attendance.

Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.

Advice for schools and local authorities to support them to [improve school attendance](#) is available.

Pupils abroad who are unable to return

You should continue to work with local authorities to engage with families who are abroad to understand the child's circumstances and their plans to return.

You should encourage families to return where they are able to, emphasising the benefits of regular school attendance and reminding them that school attendance is mandatory.

Recording attendance

You should record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils. You should use code X if a child is self-isolating or quarantining because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC.

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

Attendance register and codes

For each session that the pupil is absent, you must keep an accurate record in the attendance register. As always, it is up to you to decide how to record sessions in the attendance register based on the child's circumstances and in line with the Education (Pupil Registration) (England) Regulations 2006 as amended. In these situations, code X (not attending in circumstances related to coronavirus) is unlikely to apply.

In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply where a pupil is unable to attend because a national emergency has resulted in widespread disruption to travel. Code Y is unlikely apply in circumstances where families are not travelling back to the UK for other reasons (for example choosing to remain abroad, or looking to avoid quarantine). Where code Y does not apply, schools should consider the authorised and unauthorised absence codes to identify the appropriate one.

Further guidance about the use of codes is provided in the school attendance guidance.

Admission register

A pupil's name can only lawfully be deleted from the admission register on the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended. Schools may wish to seek their own legal advice and should ensure that they have appropriate evidence before deleting a pupil's name from the admission register.

Remote education

Where you are able to do so, you should provide remote education for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.

Travel and quarantine

All pupils travelling to England must adhere to government travel advice and parents should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.

Those arriving from a 'red list' country, or have transited through one in the past 10 days, must quarantine in a government approved facility with a parent or legal guardian rather than at home.

Encouraging regular school attendance		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<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.</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. You may want to put particular emphasis on:</p> <ul style="list-style-type: none"> • disadvantaged and vulnerable children and young people • pupils who were persistently absent prior to the pandemic • pupils who have not engaged with school regularly during the pandemic 	<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>	

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.

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.

Vulnerable children		
<p>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.</p> <p>When a vulnerable pupil is required to self-isolate, you should:</p> <ul style="list-style-type: none"> • notify their social worker (if they have one) • agree with the social worker the best way to maintain contact and offer support <p>You should have procedures in place to:</p> <ul style="list-style-type: none"> • check if a vulnerable pupil is able to access remote education support • support them to access it (as far as possible) • regularly check if they are accessing remote education 	<p>Staff will maintain contact with the families of those children whom they teach.</p> <p>Where there are concerns regarding specific pupils, SLT may maintain contact instead.</p> <p>Systems are in place for the notification of other professionals regarding the self-isolation of specific children where required.</p>	
Special schools and special post-16 institutions: attendance expectations (Special School Specific)		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<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.</p> <p>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 four stages:</p> <ol style="list-style-type: none"> 1. Full educational offer 2. Childcare provision 3. Reduced attendance within the class group 4. Closure of the class <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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School workforce

School leaders are best placed to determine the workforce that is required in school, taking into account the updated advice set out in this section of the guidance for those staff who are CEV.

Some roles, such as some administrative roles, may be conducive to home working, and you should consider what is feasible and appropriate.

All staff must follow the system of controls to minimise the risks of transmission. Following the system of controls will reduce the risks to all staff significantly.

You must explain to staff the measures you are putting in place to reduce risks and should discuss any concerns individuals may have.

Staff who are clinically extremely vulnerable

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Some groups of people are at higher risk of severe illness from coronavirus. This group of people have been told directly by their GP or hospital clinician, or have received a letter, confirming that they are 'clinically extremely vulnerable'. See guidance on who is at higher risk from coronavirus, and protecting people who are clinically extremely vulnerable.</p> <p>Since the 1 April, those who are clinically extremely vulnerable (CEV) are no longer advised to shield. Updated advice is for the group to continue taking extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. Staff in schools who are CEV are advised to work from home where possible, but can attend their place of work if they cannot work from home.</p> <p>CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.</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> <p>All staff have been offered vaccination.</p>	

Staff who are clinically vulnerable (CV)

CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission. Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.

Pregnancy

You will need to follow the specific guidance for pregnant employees 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.

COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice.

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.

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.

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.

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.

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.

All staff have been offered vaccination.

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.

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 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 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 COVID-19 and pregnancy from the Royal College of Gynaecologists.](#)

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.

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.

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.

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.

All staff have been offered vaccination.

Staff who may otherwise be at increased risk from COVID-19

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from COVID-19. Staff who feel they may be at increased risk but who have not been identified as clinically extremely vulnerable can attend school as long as the system of controls set out in this guidance are in place.</p> <p>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.</p> <p>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 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>	
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 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 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		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<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>Some staff may remain anxious and you may need extra systems in place to support staff wellbeing.</p> <p>Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing and the Our Frontline: Wellbeing toolkit for educators brings together a range of resources and support for staff.</p> <p>You may also find this list of mental health resources for parents, children, young people and staff useful when planning your approach.</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>	

Staff deployment		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<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"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase. <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 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>

<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"> • safe ratios are met • specific training is undertaken <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"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase. <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 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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<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"> • Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools • the freedoms provided under the funding agreement for academies <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"> • a workload reduction toolkit to help review and minimise unnecessary burdens • the Education Endowment Foundation’s (EEF) guidance on making the best use of teaching assistants 	<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"> 1. Staff already working within the same bubble 2. Staff already working in the same age phase 3. Staff from an alternative age phase. <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 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> <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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Other support including specialist staff		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Specialists, therapists, clinicians and other support staff for pupils with special educational needs and disability (SEND) can attend schools to provide interventions as usual where this is reasonably necessary, including where this requires them to move between settings.</p> <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 keeping children safe in education. 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 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>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 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 COVID-19 restrictions and they may need to quarantine on their return.

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

School transport		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Dedicated school transport, including statutory provision</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys. This helps limit the number of other people with whom they come into contact.</p> <p>Local authorities are not required to uniformly apply the social distancing guidelines which are in place for public transport on dedicated school transport. However, social distancing should be put in place within vehicles wherever possible.</p> <p>Dedicated school services can take different forms and may include:</p> <ul style="list-style-type: none"> • coaches regularly picking up the same pupils each day • minibuses • services which are used by different pupils on different days • services for pupils with SEND <p>The precise approach taken will need to reflect the range of measures that are reasonable in the different 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>In the event of a confirmed case on one of the school transport routes, it will be expected all staff and pupils on that bus will be treated as close contacts and be expected to isolate. This is on the basis that our pupils cannot universally follow the Covid related protective measures and often require a high level of support to enter and exit the bus.</p> <p>Families who wish to bring their children to school will be accommodated.</p>	

Do speak to the local authority or transport provider so that you understand the approach they are adopting. You might wish to request a copy of their updated risk assessment. It is important, wherever it is possible, that:

- social distancing is maximised within vehicles
- pupils either sit with their 'bubble' on school transport, or with the same constant group of children each day
- pupils clean their hands before boarding transport and again on disembarking
- additional cleaning of vehicles is put in place
- organised queuing and boarding is put in place
- fresh air (from outside the vehicle) through ventilation, is maximised, 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.

Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of COVID-19.

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 with the windows open.

As described in the system of controls and in accordance with advice from PHE, children and young people aged 11 and over must wear a face covering when travelling on dedicated transport to secondary school. A face covering is a covering of any type which covers your nose and mouth. This does not apply to people who are exempt from wearing a face covering on public transport. Do support local authorities in promoting the use of face coverings on school transport and help them to resolve any issues of non-compliance where appropriate. Further guidance on face coverings and transport to school and other places of education is available. In some circumstances, local authorities are providing additional dedicated school transport services to support capacity on public transport. Additional funding for local transport authorities is available for this purpose.

Those pupils able to independently use face coverings will be encouraged to do so.

Some pupils will not be able to independently put on or remove face coverings, or will not tolerate their use.

School Meals

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 standards for school food in England. This

includes for those eligible for:

- benefits-related free school meals
- universal infant free school meals

School kitchens should follow the guidance for food businesses on COVID-19.

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 providing school meals during the COVID-19 outbreak is available.

Arrangements in place to provide food to pupils on site, including the requirement of universal free school meals.

Arrangements for the continued provision of FSMs for children not attending school are in place.

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.

Systems on place for the socially distanced collection of meals for classes eating within their classrooms are in place.

Remote education		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>From 8 March, attendance is mandatory for all pupils of compulsory school age. Schools affected by the remote education temporary continuity direction are still required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19. This includes, for example, where such guidance means that a class, group or a small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield. All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.</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 <u>Remote Education Good Practice</u>.</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>	

In developing remote education, we expect you to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at [get help with technology](#)

overcome barriers to digital access for pupils by:

- distributing school-owned laptops accompanied by a user agreement or contract
- providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern

- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

When teaching pupils remotely we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities

We expect you to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We, therefore, do not expect that solely digital means will be used to teach these pupils remotely.

A previous expectation for schools to publish information about their remote education provision on their website has now become a [legal duty](#). The legal duty does not require schools to provide any more information than they were previously expected to under the guidance relating to remote education. An [optional template](#) is available to support schools with this requirement.

Our [get help with remote education](#) guidance provides information for teachers and leaders, signposting the support package available. We have published a [review your remote education provision](#) tool, to support school leaders in reviewing and self-assessing their current remote education offer.

Peer-to-peer advice and training is available through the [EdTech Demonstrator programme](#).

Find guidance on how schools can order devices and access support to get set up with a digital platform at [get help with technology](#).

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. The guidance includes a collection of resources which includes support for:

- safe remote education
- virtual lessons
- live streaming
- information to share with parents and carers to support them in keeping their children safe online

[Safeguarding and remote education during COVID-19](#) provides guidance to help schools and teachers support pupils' remote education during COVID-19.

For schools delivering their remote education through live and recorded lessons, the following support is available through third-party resources: information portals to help schools, parents and staff deliver safe remote education:

- [Safe Remote Learning knowledge base](#) by SGWfL
- [Safeguarding during remote learning and lockdowns](#) by LGfL
- [live remote lessons](#) – SGWfL article answering questions asked of the Professional Online Safety Helpline addressing key concerns from teachers
- the National Cyber Security Centre, which includes which video conference service is right for you and using [video conferencing services](#) securely

Special educational needs

If pupils with SEND are not able to be in school their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.

The requirement for schools within the 2014 Children and Families Act to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

You should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the types of services that the pupil can access remotely.

You can access further information on [supporting pupils and students with SEND to access remote education](#).

Estates

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>There is no need for class sizes to be adjusted from the usual size.</p> <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.</p>	<p>Ventilation systems have been checked and are operating in line with HSE recommendations.</p>	

Fire safety

Fire safety management plans should be reviewed and checked in line with operational changes. You should check:

- all fire doors are operational at all times
- your fire alarm system and emergency lights have been tested and are fully operational

Carry out emergency drills as normal (following social distancing as appropriate). You should make adjustments to your fire drill to allow for social distancing as appropriate. Refer to advice on fire safety in new and existing school buildings.

All Fires Safety checks are in place and routine checks ongoing. Emergency drills are continuing as normal.

Opening after reduced occupancy

It is important that you undertake all the usual building checks to make the school safe. If buildings have been closed or had reduced occupancy, water system stagnation can occur due to lack of use. This can increase the risk of Legionnaires’ disease.

Advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers’ guidance on emerging from lockdown.

All health and safety checks are in place and routine checks ongoing.

Educational Visits

We recognise the significant benefits of educational visits for children’s educational development as well as their mental health and wellbeing and is taking steps to allow children to enjoy visits in line with the government’s roadmap. The roadmap is driven by data, not dates. The government will only move from one step to the next when it is safe to do so and based on 4 tests. For that reason, all dates are indicative and subject to change. This advice has now been updated to reflect the Prime Minister’s announcement regarding step 3. Advice will continue to be updated in line with the roadmap.

<p>Educational day visits</p> <p>In line with the roadmap, schools were able to resume educational day visits from 12 April. Any educational day visits must be conducted in line with relevant COVID-19 secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</p> <p>Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.</p>	<p>All educational visits will be planned on the basis of existing Covid guidelines and in line with existing EVC planning expectations. All trips will be accompanied with a specific Risk Assessment.</p> <p>Where this relates to frequent short trips, such as those associated with the Post-16 Independent Living activities, these will also be accompanied by a suitable Covid and EVC Risk Assessment</p>	
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Domestic residential educational visits

In line with the roadmap, schools can undertake domestic residential education visits, from 17 May.

Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time. You should keep children within their consistent groups (bubbles) for the purpose of the visit.

Annex C sets out the conditions that should be met when planning and undertaking a residential educational visit as part of Step 3. You should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. You should consider the principles set out in the system of controls and annex C to assure yourself that you are taking children into a safe environment.

New bookings

For new bookings, whilst there are still gaps in the traditional insurance market regarding COVID-19 cancellation cover, schools should be able to secure appropriate travel insurance for other aspects of their visit.

Given the likely gap in COVID-19 cancellation related insurance, schools considering booking a new visit are advised to ensure that any new bookings have adequate financial protection in place.

No residential visits will be taking place this academic year.

<p>Many providers are now offering no cost deferral to a later date or a full cash refund of all monies paid against a new booking should a deferral not be acceptable. Other measures that may be available include:</p> <ul style="list-style-type: none"> • insurance backing of 'COVID-19 guarantee' • extended payment terms • financial protection in case of insolvency • membership of industry organisations <p>You should speak to either your commercial insurance provider, the Risk Protection Arrangement (RPA) or an outdoor education adviser to assess the protection available and make sure it provides suitable protection in the event of a COVID-19 related cancellation. If unsure contact organisations such as the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI) for independent advice on insurance cover and options.</p>	<p>No residential visits will be taking place this academic year.</p> <p>All future booking will be made on the basis of a careful evaluation of the financial risk associated with making the booking in order to minimise the risk of the school assuming financial liability for the trip.</p>	
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<p>International visits</p> <p>The government has now published red, amber and green list rules for entering England. Given the complexities attached to international travel at this stage of the pandemic, we recommend schools do not go on any international visits this academic year up to and including 5 September 2021. The position beyond 5 September will be reviewed again in advance of Step 4.</p> <p>Credit notes</p> <p>Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits.</p>	<p>No international residential visits will be taking place this academic year.</p>	
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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.

Key curriculum expectations

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

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Teach an ambitious and broad curriculum in all subjects. 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>You may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances.</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, 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.

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Minimising mixing groups and volume control</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>Performances 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 COVID-19 pandemic.

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>Seating positions</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>Microphones</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>Handling equipment and instruments</p> <p>Measures to take when handling equipment, including instruments, include the following.</p> <p>Handwashing</p> <p>Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.</p> <p>Avoiding sharing instruments</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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Physical activity in schools		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<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>Staff will focus on implementing the physical development curriculum in full from September, including the pupils' Individual Movement Plans.</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>	

Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at [return to recreational team sport framework](#).

Indoor and outdoor competition between different schools can take now place. Refer to:

- guidance on [grassroot sports for public and sport providers](#), safe provision and [facilities](#), and guidance from [Sport England](#)
- advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)
- guidance from Swim England on school swimming and water safety lessons available at [returning to pools guidance documents](#)
- [using changing rooms safely](#)

You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.

Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.

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 labeled as not for use, with the date of when they can be put back in to circulation noted.

Outside spaces will be prioritised for use.

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.

The use of the pool for Hydrotherapy processes, as defined within pupils' EHCPs, will be prioritised.

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. Where activity takes place in doors, face masks will be worn by staff.

EHC plans (Special School Specific)		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Where a pupil or student has an EHC plan the local authority and (if there is health provision) health commissioning body must secure or arrange the provision specified in the plan. Local authorities, health commissioning bodies and education settings should provide all therapies and support that would normally be in place for children and young people with EHC plans. Our focus is on supporting them to do so. However, there may be times when in exceptional circumstances it becomes more difficult to do so than usual.</p> <p>In collaboration with local authorities and (where applicable) health partners, 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>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>At times it may be necessary to conduct some aspects of EHC needs assessments and reviews in different ways. If the format does need to be different, for example because children or young people are isolating, it may be more appropriate to gather information electronically and to hold the review by phone or virtually. 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>You must meet all the statutory duties relating to EHC needs assessment and annual reviews. These include the duties on local authorities regarding the timings for finalising placements for September. It is important that settings 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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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		
Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<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>	

<p>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:</p> <ul style="list-style-type: none"> • may struggle to reengage in school • are at risk of being absent or persistently disruptive <p>Some pupils may return to school having suffered from:</p> <ul style="list-style-type: none"> • bereavement • anxiety • in some cases, increased welfare and safeguarding harms <p>This may lead to an increase in social, emotional and mental health concerns, particularly for vulnerable groups such as:</p> <ul style="list-style-type: none"> • pupils with a social worker • previously looked-after children who left care through adoption or special guardianship • young carers 	<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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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 may be an impact on their behaviour. Work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

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.

Pupil wellbeing and support

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Some pupils may be experiencing a variety of emotions in response to the 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"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID- 19) • support pupils with approaches to improving their physical and mental wellbeing 	<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>	

You may also need to provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible. Our '[Every interaction matters](#)' webinar can help with offering pastoral support for wellbeing.

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.

You can also work with school nurses, where they are in place, to:

- ensure delivery of the healthy child programme (which includes immunisation)
- identify health and wellbeing needs
- provide support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support pupils with additional and complex health needs

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.

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.

Support and resources

Through the Wellbeing for Education Return programme the government funded a webinar to support school and college staff. Teachers can also access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a COVID-19 staff resilience hub with advice and tips for frontline staff.

The Relationships, Sex and Health Education (RSHE) training module on teaching about mental wellbeing will help improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom.

You can access Whole School SEND consortium resources on the Whole School SEND Resource page of the SEND gateway. They have also produced:

- a leaflet about successful returns following a period of absence
- a leaflet on transition planning for post-year 11 destinations
- a COVID-19 SEND review guide
- a handbook to support teachers to take a whole school approach to supporting pupils following a traumatic event

Safeguarding

<p>Schools must continue to have regard to the statutory safeguarding guidance keeping children safe in education.</p> <p>You should consider revising your child protection policy to reflect the return of more pupils. This should be led by your designated safeguarding lead (DSL).</p> <p>As children return try to give designated safeguarding leads and their deputies more time to:</p> <ul style="list-style-type: none"> • support staff and pupils with new safeguarding and welfare concerns • handle referrals to children’s social care and other agencies where appropriate 	<p>Safeguarding policy has been reviewed by the DSL and the Safeguarding Governor and adjustments made as required.</p>	
<p>The designated safeguarding lead should continue to coordinate with children’s social care, the local 3 safeguarding partners and other agencies and services to identify harm and ensure children are appropriately supported.</p> <p>They should speak to school nurses who have continued virtual support to pupils who have not been in school.</p>	<p>The school continues to maintain very close relationships with social care and any other professionals involved in supporting children within the school.</p>	

Contingency planning

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

You should continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, you may be asked to revise your delivery models for a short period of time. To help with this, we have published a contingency framework, which outlines how schools should operate in the event of any restrictions.

Any decision that there should be local restrictions in any childcare or education settings will be made by central government on a case-by-case basis.

Find guidance on how schools can order devices and access support to get set up with a digital platform at [get help with technology](#).

Children or young people self-isolating or shielding (Special School Specific)

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>A small number of pupils and students will still be unable to attend in line with public health advice to self-isolate because they:</p> <ul style="list-style-type: none"> • 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 COVID-19 <p>There are some groups who are at higher risk of severe illness from COVID-19. Their GP or hospital clinician will have told them directly that they are CEV or sent them a letter. Since the 1 April 2021, we no longer advise those who are CEV to shield. See guidance on who is at higher risk from COVID-19, and protecting people who are clinically extremely vulnerable.</p>	<p>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</p> <p>Staff will maintain contact with the families of those children whom they teach.</p> <p>Where there are concerns regarding specific pupils SLT will maintain contact.</p>	

All CEV pupils and students should attend their setting unless they are one of the very small number of pupils under paediatric or other specialist care and their GP or clinician has advised them not to attend. Pupils and students who live with someone who is CEV should continue to attend their education setting as normal.

As usual, you 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.

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 Temporary Continuity Direction. You should keep a record of this activity but do not need to record it in the attendance register.

You should offer pastoral support to pupils and students who are:

- self-isolating
- shielding
- vulnerable

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.

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.

The bespoke nature of our provision means that developing a generic remote offer will be not be suitable for all pupils.

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.

This will be a combination of Individual Education Plan based activities, lessons selected from the Oaks National Academy and activities provided by Therapy staff.

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>Where pupils are not able to attend school, as they are following clinical or public health advice related to COVID-19, the absence will not be penalised.</p> <p>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.</p> <p>When a vulnerable pupil is required to self-isolate, you should:</p> <ul style="list-style-type: none"> • notify their social worker (if they have one) • agree with the social worker the best way to maintain contact and offer support <p>You should have procedures in place to:</p> <ul style="list-style-type: none"> • check if a vulnerable pupil is able to access remote education support • support them to access it (as far as possible) • regularly check if they are accessing remote education 	<p>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</p> <p>Classroom staff will maintain contact with the families of those children whom they teach.</p> <p>Where there are concerns regarding specific pupils SLT or the Out of School Liaison Officer will maintain contact.</p> <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>	
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	<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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Visiting specialists, support staff and wider provision (Special School Specific)

Guidance Statement	Actions Taken	Limitations of actions taken and explanation of why.
<p>Given the importance of therapists (for example speech and language, physiotherapy, occupational therapy) and other health professionals in supporting children and young people with SEND, settings are reminded that specialists, therapists, clinicians and other support staff for pupils and students with SEND should provide interventions as usual.</p> <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.</p> <p>Where children and young people with EHC plans are not attending their education setting because they are following public health advice, multi-agency professionals should collaborate to agree how to deliver the provision set out in the EHC plan. 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> <p>Details of the schools systems and processes will be provided to all visitors to ensure adherence with school risk assessment.</p>	