

COVID-19 risk assessment – Full re-opening of schools

Site / school name:	The Matthew Arnold School		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> ▪ Students ▪ Staff: <ul style="list-style-type: none"> ▪ Classroom-based staff ▪ Catering staff ▪ Cleaning staff ▪ Office staff ▪ Premises / site staff ▪ SMSAs ▪ Contractors 		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> ▪ Full re-opening of schools from 8 March 2021 ▪ Pick up and drop off from school ▪ Cleaning and sanitisation ▪ Food provision ▪ Potential remote working of some staff and students 		
Equipment and materials used:	<ul style="list-style-type: none"> ▪ General class and teaching materials ▪ Practical equipment and materials ▪ Sports and PE equipment ▪ Cleaning materials and equipment 		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> ▪ All school premises and grounds 		
Name of person completing this risk assessment:	Mary Gould	Date of completion:	06.03.21
Risk assessment approved by:	Steve Price	Date of approval:	09.03.21
Date risk assessment to be reviewed by:	w/b 19.04.21 or sooner as required	Risk assessment no:	Version 3 – 24 February 2021

Record of risk assessment reviews

Date of review:	25 February 2021	Reviewed by:	Jon Robinson	Comments / date of next review:	<ul style="list-style-type: none"> ▪ Significant amendment to reflect updated DfE guidance for school reopening from 8 March 2021, including a revised system of controls. ▪ Main changes are: <ul style="list-style-type: none"> ▪ Updated system of controls ▪ Use of face coverings in secondary schools ▪ Asymptomatic testing for primary and secondary schools – (further guidance on this is due from DfE) ▪ Latest information on CEV and CV persons and those at increased risk from COVID-19. ▪ Updated guidance on curriculum provision and wraparound provision ▪ Included page numbers to enable easier cross reference to DfE Schools Coronavirus (COVID-19) Operational Guidance ▪ Added contents page for easier navigation through this template
Date of review:		Reviewed by:		Comments / date of next review:	<ul style="list-style-type: none"> ▪
Date of review:		Reviewed by:		Comments / date of next review:	<ul style="list-style-type: none"> ▪

Contents

SYSTEM OF CONTROLS – PREVENTION.....	7
1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.....	7
When an individual develops coronavirus (COVID-19) symptoms or has a positive test.....	7
When an individual has had close contact with someone with coronavirus (COVID-19) symptoms.....	10
2. Ensure face coverings are used in recommended circumstances	11
3. Ensure everyone is advised to clean their hands thoroughly and more often than usual	13
4. Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach.....	15
5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents.....	15
Enhanced cleaning regime	15
Hazards from using new or different hazardous products	17
Principles of cleaning after an individual with symptoms of, or confirmed COVID-19, the case has left the setting or area	17
Contaminated waste	18
6. Consider how to minimise contact across the site and maintain social distancing wherever possible	20
How to group children	20
Measures within the classroom	22
Measures elsewhere	23
Measures for arriving at and leaving school	24
Travelling to school	24
Other considerations including SEND and visitors to school	25
Equipment.....	27
Parent pick-up and drop-offs	29
7. Keep occupied spaces well ventilated	29
8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary	31
9. Promote and engage in asymptomatic testing, where available.....	32

SYSTEM OF CONTROLS – RESPONSE TO ANY INFECTION	33
10. Promote and engage with the NHS Test and Trace process.....	33
Polymerase Chain Reaction (PCR) tests	34
NHS COVID-19 App.....	34
11. Manage confirmed cases of coronavirus (COVID-19) amongst the school community.....	35
12. Contain any outbreak by following local health protection team advice.....	38
Admitting children and staff back to the school.....	39
SECTION 2: SCHOOL OPERATIONS	40
Asymptomatic testing	40
Secondary school testing on-site through an Asymptomatic Testing Site (ATS).....	40
Home testing.....	41
Symptomatic testing	42
Attendance.....	42
Self isolation and shielding	42
Pupils and families who are anxious about return to school.....	44
Encouraging regular school attendance	45
Vulnerable children.....	46
Alternative provision.....	46
School workforce	47
Staff who are clinically extremely vulnerable (CEV)	48
Staff who are clinically vulnerable (CV)	48
Pregnancy.....	49
Staff who may otherwise be at increased risk from coronavirus (COVID-19)	50
Supporting staff.....	51
Staff deployment	52

Supply staff and other temporary or peripatetic staff.....	52
Other support: Volunteers and ITT trainees	53
Staff working remotely	54
Transport.....	54
Dedicated school transport, including statutory provision	54
Wider public transport.....	55
Pupils travelling from abroad.....	56
School meals	56
Estates	57
Ventilation Systems	57
Fire safety.....	57
Opening after reduced occupancy.....	58
Educational visits	58
School uniform (DfE page 50)	59
Wraparound provision and extra-curricular activity	59
Curriculum.....	61
Music, dance, and drama in school.....	61
Physical activity in schools	66
Education, Health and Care (EHC) Plans	69
Behaviour, discipline, and wellbeing expectations.....	70
Pupil wellbeing and support	71
Safeguarding	72
Contingency planning for outbreaks.....	74

System of controls

We know that the predominant new variant of coronavirus (COVID-19) is more transmissible. However, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants. This is the set of actions schools 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.

Prevention

You must always:

1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
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:

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

Response to any infection:

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

Risk assessment	
What are the hazards?	<ul style="list-style-type: none"> Potential for spread of COVID-19 between persons at school showing symptoms of coronavirus or those who are confirmed to have coronavirus.
Who might be harmed and how?	<ul style="list-style-type: none"> Staff, pupils, contractors, and visitors may catch COVID-19 via direct or indirect contact with carriers whilst on site. Potential for spread to other family members / persons.
<p>Note: We have specifically removed any rating or scoring from this risk assessment. We do not feel this adds any significant benefit to this untypical situation. You may wish to prioritise any actions, but the basis of the approach to mitigating the risks from coronavirus is such that all measures should be carried out alongside each other rather than in sequence. The planning and assessment you undertake will form the basis of an overall plan to manage the risks specific to your setting and that is the most important aspect of this process.</p>	

This risk assessment is based on Department for Education (DfE) Schools coronavirus (COVID-19) operational guidance as published on 22 February 2021.

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
SYSTEM OF CONTROLS – PREVENTION					
1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school (DfE page 8)					
<p>When an individual develops coronavirus (COVID-19) symptoms or has a positive test</p> <ul style="list-style-type: none"> Pupils, staff, and other adults must not come into the school if: <ul style="list-style-type: none"> They have one or more coronavirus (COVID-19) symptoms A member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms They are required to quarantine having recently visited countries outside the Common Travel Area They have a positive test 	<ul style="list-style-type: none"> Is there a procedure for managing suspected or positive cases of coronavirus? How will this be communicated to the school community? Consider what information or measures may be needed at school gates and entrances to the building, as well as on the school website. 	<ul style="list-style-type: none"> Yes. This covers <ol style="list-style-type: none"> suspected cases amongst children and adults reported during or outside the school day Confirmed cases amongst children and adults reported during or outside the school day The parent community is kept informed through regular, frequent and practised comms (letter, email, website, text, social media, survey) 	MG through MH (all admin aspects), HOYs, MH and MS (comms)	15.03.21	08.03.21 and ongoing

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ They must immediately cease to attend and not attend for at least 10 days from the day after: <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 test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) ▪ You must follow this process and ensure everyone onsite or visiting is aware of it. ▪ If anyone in your 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: <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 coronavirus (COVID-19) infection ▪ Advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19) ▪ Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need 	<ul style="list-style-type: none"> ▪ How will visitors to site be managed? ▪ Is there an appropriate room identified that can be used to isolate someone with symptoms whilst they are awaiting collection? ▪ Have welfare staff and others been trained in measures to take? ▪ Have welfare staff and others been provided with PPE and training on its use? ▪ How will the school manage and monitor those persons who are required to isolate e.g. those who have been in close contact with a positive case or have been instructed to do so? 	<ul style="list-style-type: none"> ▪ The staff community is kept informed through pre-opening and weekly staff training and through regular updates on weekly staff bulletins and briefing ▪ COVID-19 warning signs are prominently displayed and regularly maintained on all entrances to the site ▪ The website has a dedicated section for COVID-19 related information and measure ▪ Professional signage has been commissioned for all entrance points and to complement new handwashing facilities and permanent sanitisation points ▪ Deterrent posters are prominently displayed in classrooms and open areas. COVID-19 precautions remain the only display in classrooms ▪ The medical room and two further rooms have been identified and prepared for isolating anyone with suspected or confirmed COVID-19 ▪ First-aid trained staff site staff and cleaning have received bespoke training have been 			

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>to restart the 10 day isolation period and book a test.</p> <ul style="list-style-type: none"> ▪ If anyone tests positive whilst not experiencing symptoms but develops symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms. ▪ In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms or has a positive test while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household. ▪ If a pupil is awaiting collection: <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 fresh air ventilation if it is safe to do so. ▪ 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. ▪ 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). The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is: 		<p>trained in the measures to take, including the correct use and disposal of PPE as necessary.</p> <ul style="list-style-type: none"> ▪ A flowchart procedure operates to identify and isolate all those deemed as having been in close contact with a positive case or who have been instructed to do so. This includes access to the school timetable and published seating plans. In the case of a larger outbreak, the school hall or sports hall is set out with chairs at least 2 metres apart and a designated team is mobilised ▪ Parents/carers are notified and asked to collect their children, particularly if they are symptomatic. Where this is not possible the school will continue to isolate the child whilst following public health or other guidance on transport 			

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ A face mask should be worn if a distance of 2 metres cannot be maintained ▪ If contact is necessary, then gloves, an apron and a face mask should be worn ▪ Eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting ▪ 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. ▪ Public Health England (PHE) has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19). <p>When an individual has had close contact with someone with coronavirus (COVID-19) symptoms</p> <ul style="list-style-type: none"> ▪ Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless: <ul style="list-style-type: none"> ▪ The symptomatic person subsequently tests positive ▪ They develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test) 					

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ 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) ▪ They have tested positive from an LFD test as part of a community or worker programme ▪ 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. ▪ If anyone is contacted by NHS Test and Trace or their local health protection team and told to self-isolate because they have been a close contact of a positive case, they have a legal obligation to do so. 					
2. Ensure face coverings are used in recommended circumstances (DfE page 11)					
<ul style="list-style-type: none"> ▪ Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, it is recommended that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils when outdoors on the premises. ▪ It is now also recommended in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability 	<ul style="list-style-type: none"> ▪ Schools should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes. 	<ul style="list-style-type: none"> ▪ Staff and students are already accustomed to wearing face coverings in all areas of the school building except when eating and drinking ▪ Parents have been able to see a correlation in our vigilant approach to face covering with our extremely low rates of infection to date ▪ The school has taken a pragmatic and safety-first approach to the necessity of buying face coverings in bulk (cf 	MG through comms (as above), AA (stock) and HOYs (follow up) All staff to monitor KM to supervise vulnerable provision	15.03.21	February 21 and ongoing

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>to take part in exercise or strenuous activity, for example in PE lessons.</p> <ul style="list-style-type: none"> ▪ In primary schools, it is recommended that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering. This is an additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until at Easter and will be kept under review. ▪ Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19). ▪ Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places. ▪ Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying 	<ul style="list-style-type: none"> ▪ Safe wearing of face coverings requires the: <ul style="list-style-type: none"> ▪ Cleaning of hands before and after touching – including to remove or put them on ▪ Safe storage of them in individual, sealable plastic bags between use. ▪ Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day. ▪ Pupils must be instructed to: <ul style="list-style-type: none"> ▪ Not to touch the front of their face covering during use or when removing it ▪ Dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin) ▪ Place reusable face coverings in a plastic 	<p>“small contingency supply” referred to in the guidance</p> <ul style="list-style-type: none"> ▪ During initial in-school tests, all students are given a fresh disposable face covering on entry to the test centre ▪ No child or staff member is obliged to wear a face covering. However, all are advised to do so unless there are medical or mental health reasons otherwise. These are discussed tactfully and in confidence with an appropriate member of staff/colleague. Children are encouraged to wear a lanyard to reduce the likelihood of being asked why they are not wearing a covering. Both students and staff are helped to prepare a response if questioning becomes intrusive ▪ Students receive regular reminders about good practice in wearing and disposing of face coverings 			

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <ul style="list-style-type: none"> ▪ Some individuals are exempt from wearing face coverings. This applies to those who: <ul style="list-style-type: none"> ▪ Cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties ▪ Speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate ▪ 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. 	<ul style="list-style-type: none"> ▪ bag they can take home with them ▪ Wash their hands again before heading to their classroom. ▪ Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. You should have a small contingency supply for people who: <ul style="list-style-type: none"> ▪ 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 ▪ Face visors are not an alternative to face coverings ▪ Is there an understanding of exemptions for wearing of face coverings? 				
<p>3. Ensure everyone is advised to clean their hands thoroughly and more often than usual (DfE page 14)</p>					
<ul style="list-style-type: none"> ▪ Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including: 	<ul style="list-style-type: none"> ▪ Consider how often pupils and staff will need to wash their hands and 	<ul style="list-style-type: none"> ▪ The washroom facilities in the new building facilitate frequent, efficient handwashing with reduced risk of cross- 	<p>MG through expectation to all</p>		

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ When they arrive at school ▪ When they return from breaks ▪ When they change rooms ▪ Before and after eating. ▪ Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff. ▪ Pupils 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 with complex needs to clean their hands properly. ▪ Frequent and thorough hand cleaning should now be regular practice. 	<ul style="list-style-type: none"> incorporate time for this in timetables or lesson plans. ▪ Are there enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly? ▪ Ensure supervision of hand sanitiser use given the risks around ingestion. Skin friendly skin cleaning wipes can be used as an alternative. ▪ Build these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them ▪ Sufficient quantities of cleaning supplies and hand soap to be maintained. ▪ All staff will be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues 	<p>contamination from soap, taps and towels. Taps and dryers are automatic, and the handwashing facilities are open plan, so both easily and quickly accessible as well as easy to monitor</p> <ul style="list-style-type: none"> ▪ Permanent, attractive and easy-to-follow handwashing instructions are placed at eye level above every tap ▪ Staff are briefed weekly about the need for vigilance - in their own practice as well as in monitoring that of students. Staff Handwashing facilities are similarly open plan! 	<p>stakeholders (comms) AA (stock)</p>		

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	are adhering to principles of good hygiene.				
4. Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach (DfE page 14)					
<ul style="list-style-type: none"> The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. 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. 	<ul style="list-style-type: none"> Are there enough tissues and bins available in the school to support pupils and staff to follow this routine? Ensure that younger children and those with complex needs are helped to get this right. Are there risk assessments in place for pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers? All staff should be briefed weekly as a minimum on expected hygiene standards. All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene. 	<ul style="list-style-type: none"> The site team has developed robust practices for auditing, ordering and distributing all required stock. This includes covered bins in every room (changed at least daily, more often on demand), supplies of tissues in each room 	AA	15.03.21	January and ongoing
5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents (DfE page 15)					
Enhanced cleaning regime					
<ul style="list-style-type: none"> In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include: 	<ul style="list-style-type: none"> Is there an enhanced cleaning regime in place and are all cleaners and 	<ul style="list-style-type: none"> The enhanced cleaning regime encompasses all DfE guidance. 	AA Staff of all classrooms	15.03.21	January and ongoing

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<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 to wash their hands thoroughly after using the toilet ▪ If your site allows it, allocating different groups their own toilet blocks ▪ Reducing clutter and removing difficult to clean items can make cleaning easier. Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices. ▪ As a minimum, frequently touched surfaces should be wiped down twice a day, and one of these should be at the beginning or the end of the working day. Cleaning should be more frequent depending on the number of people using the space, whether they are entering and exiting the setting and access to handwashing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens. ▪ When cleaning surfaces, it is not necessary to wear personal protective equipment (PPE) or clothing over and above what would usually be used. ▪ Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for COVID-19. 	<p>staff aware of measures to take?</p> <ul style="list-style-type: none"> ▪ Are high contact items such as door handles, including main entrance doors and commonly used doors cleaned more frequently? ▪ Are bins are emptied throughout the day? ▪ IT equipment should ideally be used by one person as a designated workstation. Where possible IT equipment should be cleaned (wiped down) pre use and at the end of the day. 	<p>A daily schedule is in place, signed and monitored</p> <ul style="list-style-type: none"> ▪ The site team is supplemented by staff from the cleaning contractors working extra hours ▪ All IT workstations are sanitised before and after use ▪ All keyboards are sanitised before and after use ▪ All offices, workbases and rooms are monitored for clutter 	<p>and workbases</p>		

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
Hazards from using new or different hazardous products					
<ul style="list-style-type: none"> If any new cleaning, sanitisation, or other products are used then they should be assessed as with any other hazardous substance. 	<ul style="list-style-type: none"> Ensure that any hazardous substances that are used because of changes to cleaning or hygiene regimes have a COSHH risk assessment. Ensure that any significant findings or precautions are shared with those using the products. It should be noted that in most if not all cases these will be lower risk items. 	<ul style="list-style-type: none"> In place 	AA	Ongoing	Ongoing
Principles of cleaning after an individual with symptoms of, or confirmed COVID-19, the case has left the setting or area					
<ul style="list-style-type: none"> The minimum PPE to be worn for cleaning an area after a person with symptoms of COVID-19, or confirmed COVID-19, has left the setting, is disposable gloves and an apron. Wash hands with soap and water for 20 seconds after all PPE has been removed. If a risk assessment of the setting indicates that a higher level of virus may be present then additional PPE to protect the cleaner's eyes, mouth and nose may be necessary. Public areas where a symptomatic person has passed through and spent minimal time but which are not visibly contaminated with body fluids, such as corridors, can be cleaned thoroughly as normal. All surfaces that the symptomatic person has come into contact with should be cleaned and disinfected, including all potentially contaminated and 	<ul style="list-style-type: none"> Is there a procedure in place for cleaning an area where a person with symptoms of COVID-19 or a confirmed case of COVID-19 has been? Is the appropriate PPE being used? Are appropriate cleaning products or methods being used? 	<ul style="list-style-type: none"> All site staff and cleaners have received training and are familiar with the appropriate methods for cleaning PPE and appropriate cleaning products are kept in stock and easy to access 	MG, AA, AH	15.03.21	January

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>frequently touched areas such as bathrooms, door handles, telephones, grab rails in corridors and stairwells.</p> <ul style="list-style-type: none"> ▪ Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings – think one site, one wipe, in one direction. ▪ Use one of the options below: <ul style="list-style-type: none"> ▪ a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine (ppm av.cl.) or ▪ a household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer’s instructions for dilution, application and contact times for all detergents and disinfectants or ▪ if an alternative disinfectant is used within the organisation ensure that it is effective against enveloped viruses ▪ Avoid mixing cleaning products together as this can create toxic fumes. Avoid creating splashes and spray when cleaning. ▪ Any cloths and mop heads used must be disposed of and should be put into waste bags as contaminated waste ▪ When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used. 					
Contaminated waste					
<ul style="list-style-type: none"> ▪ Contaminated or potentially contaminated waste must be dealt properly to reduce the risk of the spread of coronavirus. 	<ul style="list-style-type: none"> ▪ Personal waste from individuals with symptoms of COVID-19 and waste from cleaning of areas 	<ul style="list-style-type: none"> ▪ All site staff and cleaners have received training and are familiar with the appropriate methods for cleaning 	AA	Jan 21	Jan 21 and ongoing

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>where they have been (including PPE, disposable cloths and used tissues) should be:</p> <ul style="list-style-type: none"> ▪ Put in a plastic rubbish bag and tied when full ▪ The plastic bag should then be placed in a second bin bag and tied ▪ This should be put in a suitable and secure place and marked for storage until the individual's test results are known ▪ This waste should be stored safely and kept away from children. It should not be placed in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours. ▪ If the individual tests negative, this can be disposed of immediately with the normal waste. ▪ If COVID-19 is confirmed this waste should be stored for at least 72 hours 	<ul style="list-style-type: none"> ▪ PPE and appropriate disposal products are kept in stock and easy to access 			

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	before disposal with normal waste.				
6. Consider how to minimise contact across the site and maintain social distancing wherever possible (DfE page 15)					
How to group children					
<ul style="list-style-type: none"> ▪ Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools 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 children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the: <ul style="list-style-type: none"> ▪ Pupils’ ability to distance ▪ Layout of the building ▪ Feasibility of keeping distinct groups separate while offering a broad curriculum ▪ Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. ▪ 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: <ul style="list-style-type: none"> ▪ Transmission risks 	<ul style="list-style-type: none"> ▪ Consider the minimum size groups you can manage whilst delivering the curriculum. ▪ Can consistent groups be maintained wherever possible? ▪ Are pupils able to socially distance? ▪ Does the layout of the building make it easier or harder to keep groups separate? ▪ Groups should be kept apart from other groups. This could be through using different parts of the school for each group, limiting sharing of rooms and social spaces, varying break and lunch times and limiting movement between lessons. ▪ Social distancing should be reinforced within groups, particularly for older children. 	<ul style="list-style-type: none"> ▪ It is not possible to maintain two metres between students in indoor classroom settings ▪ Access to the full curriculum and specialist teaching rooms has been achieved by careful planning of the one-way system and cleaning of all equipment between use or quarantining for min 48 hours. Specialist rooms included on additional cleaning rota ▪ Year group bubbles have been maintained ▪ Each year group has designated social areas, toilets and outside zones ▪ A fully signposted one-way system is in place at all times throughout the building to maintain flow ▪ Teachers remain in their rooms so that students can enter immediately ▪ Double lessons have been introduced in most subject areas for all year groups to reduce corridor movement 	PW	15.03.21	08.03.21

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ Restrict the normal operation of education ▪ Present educational and logistical challenges ▪ You will need to consider: <ul style="list-style-type: none"> ▪ The cleaning and use of shared spaces, such as: <ul style="list-style-type: none"> ▪ Playgrounds ▪ Dining halls ▪ Toilets ▪ The provision of specialist teaching and therapies ▪ Assess your circumstances and try to implement ‘bubbles’ of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. ▪ Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible. ▪ Both the approaches of separating groups and maintaining distance are not ‘all or nothing’ options and will still bring benefits, even if partially implemented. 	<ul style="list-style-type: none"> ▪ Where staff need to move between groups are they able to maintain their distance as much as possible and ideally 2 metres from pupils and other adults? ▪ Are cleaning arrangements in place for shared spaces? 	<ul style="list-style-type: none"> ▪ All students sanitise work areas before and after use 			

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for: <ul style="list-style-type: none"> ▪ Specialist teaching ▪ Wraparound care ▪ Transport ▪ Boarding pupils who may be in one group residentially and another during the school day ▪ Siblings may also be in different groups. ▪ All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school 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. 					
Measures within the classroom					
<ul style="list-style-type: none"> ▪ Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. ▪ It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. ▪ We know that this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. Provide educational and care support for these 	<ul style="list-style-type: none"> ▪ Can changes be made in classrooms to support distancing where possible? ▪ A 2m space around the teacher’s desk should be maintained as far as is possible. ▪ Consider if moving furniture will also allow for better access routes maximising distance from other desks or allowing for 	<ul style="list-style-type: none"> ▪ All classes have published seating plans and all general classrooms have identical layouts with forward-facing seating ▪ Teachers have a two-metre area around their desk and smartboard ▪ Support staff in the classroom recognise their increased risk when working with children. They plan with the class teacher to identify where 	LS (seating plans) MG (comms), AA (site), KM (support staff)	15.03.21	08.03.21

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>pupils as normal, with other increased hygiene protocols in place to minimise the risk of transmission.</p> <ul style="list-style-type: none"> ▪ Where possible, for example with older pupils 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 children and young people 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. ▪ When staff and pupils cannot maintain distancing, the risk can be reduced by keeping pupils in the smaller, class-sized groups. ▪ You should make small adaptations to the classroom to support distancing where possible. That should include seating pupils' side by side and facing forwards, rather than face-to-face or side on. It might also include moving unnecessary furniture out of the classroom to make more space. 	<p>seating side by side and front facing etc.</p> <ul style="list-style-type: none"> ▪ Can support and other staff maintain a 2m distance from other adults in the classroom? ▪ For students with more complex needs who require more support than additional control measures e.g. PPE will be needed for staff. 	<p>students need extra help and how to give this without putting themselves at extra risk. They keep a log of all support</p>			
Measures elsewhere					
<ul style="list-style-type: none"> ▪ You should avoid large gatherings such as assemblies or collective worship with more than one group. ▪ When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch 	<ul style="list-style-type: none"> ▪ Ensure that large gatherings involving more than one group are avoided ▪ Plan timetables to minimise groups using corridors at the same time, including staggering break and lunch times. 	<ul style="list-style-type: none"> ▪ There are no large gatherings until further notice ▪ Start and end of the school day have been staggered, as have lunchtimes, to accommodate three and two year group bubbles respectively ▪ All teachers and TAs have been given workbases such that they may work during non-contact 	MG, PW, AA	15.03.21	08.03.21

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>times. Allow time for cleaning surfaces in the dining hall between groups.</p> <ul style="list-style-type: none"> Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. 	<ul style="list-style-type: none"> Plan time for cleaning between groups using shared spaces. Consider how staff rooms can be set up to maintain distancing. 	<p>time either alone or where they are able to socially distance</p> <ul style="list-style-type: none"> Admin staff either have individual offices or screens have been installed to provide further distancing measures Duty rotas place staff at all key points including toilets, café, one-way 'hot-spots' and entrances 			
Measures for arriving at and leaving school					
<ul style="list-style-type: none"> Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include: <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 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: <ul style="list-style-type: none"> Gather at the gates Come onto site without an appointment 	<ul style="list-style-type: none"> Consider staggered starts or adjusting start and finish times to keep groups apart. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Consider how to communicate the arrangements for drop off and collection to parents and reinforce it, as necessary. 	<ul style="list-style-type: none"> Start and end times are staggered by introducing a tutor period at both ends of the day Parents are kept informed and signage is in place at entrances to school Parents may not enter the school site to drop off and collect children unless there is medical need 	PW, MG (comms)	08.03.21	08.03.21 and ongoing
Travelling to school					

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Pupils and staff may use public transport where necessary, but we encourage them to walk, cycle or scoot to and from school wherever it is possible and safe to do so. Where pupils 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 schools 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 secondary school. People who are exempt do not need to wear a face covering. 	<ul style="list-style-type: none"> ▪ Promote walking or cycling to school where possible ▪ Remind pupils and staff using public transport to follow safer travel guidance including wearing of face coverings for people over the ages 11. ▪ Dedicated school transport should follow safer transport guidance as well including wearing of face masks. ▪ Distancing should be maximised and mixing of groups should be minimised where possible and practical. 	<ul style="list-style-type: none"> ▪ In place and ongoing ▪ Zones in cycle sheds avoid bubbles mixed in small spaces ▪ School staff monitor bus stops ▪ Guidance for the safe use of public transport is given to students, emailed to parents and posted on the website 	MG	15.03.21	08.03.21 and ongoing
Other considerations including SEND and visitors to school					
<ul style="list-style-type: none"> ▪ Some pupils 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. Staff should plan to meet these needs, for example using social stories. ▪ To make sure pupils with medical conditions are fully supported, work with: <ul style="list-style-type: none"> ▪ Local authorities ▪ Health professionals ▪ Regional schools' commissioners ▪ Other services 	<ul style="list-style-type: none"> ▪ Refer to additional guidance on supporting pupils at school with medical conditions including reviewing EHC plans. ▪ Consider how to manage visiting and support staff to maintain social distancing measures. 	<ul style="list-style-type: none"> ▪ Students with SEND and other identified needs such as mental health continue to receive support from external agencies ▪ The arrangements for this ensure that all school COVID-19 measures can be maintained ▪ All visits to site are arranged in advance so that adequate accommodation can be organised 	KM (SEND) MH (visitors) PW (AP)	15.03.21	08.03.21 and ongoing

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Use individual healthcare plans to help pupils receive an education in line with their peers. In some cases, the pupil’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. ▪ Specialists, therapists, clinicians and other support staff for pupils 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. ▪ Schools 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 school and across different groups. This will require close co-operation between schools and the other relevant employers. ▪ You should have discussions with key contractors about the school’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 safely outside of school 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. 	<ul style="list-style-type: none"> ▪ Consider what arrangements are required for contractors and visitors including arranging visits out of hours or remote meetings where possible. ▪ Records of visitors must be kept to support NHS Test and Trace. ▪ Work with other establishments to devise appropriate arrangements where children attend more than one setting. ▪ Also see specific section on EHC. 	<ul style="list-style-type: none"> ▪ Visitors answer a COVID-19 questionnaire before entering the school. Records are kept for two months and then destroyed in line with GDPR ▪ All visits are logged and students and adult contact recorded ▪ Appropriate arrangements are in place where children attend more than one setting 			

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> As normal, you should engage with your local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff. Where a pupil 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. Pupils should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice. 					
Equipment					
<ul style="list-style-type: none"> For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items. Classroom based resources, such as books and games, can be used and shared within the bubble. These should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing 	<ul style="list-style-type: none"> Are staff and pupils reminded to use their own pencils and pens? Are there measures to limit sharing of resources as much as is possible and kept within bubbles? Are there measures to limit what is brought into and taken home from school? 	<ul style="list-style-type: none"> Students are given their own pencil cases with basic equipment. If equipment is given out, it is sanitised Where practical equipment is shared and it is impracticable to sanitise it between use, 48/72 hours is left between use, usually by rearranging the scheme of work 	MH (pencil cases) All staff (equipment)	September 20	Ongoing

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>equipment between different bubbles, you should either:</p> <ul style="list-style-type: none"> ▪ Clean it before it is moved between bubbles ▪ Allow them to be left unused for a period of 48 hours (72 hours for plastics) <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ Restricted to one user ▪ Left unused for a period of 48 hours (72 hours for plastics) between use by different individuals ▪ Outdoor 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 should limit the amount of equipment they bring into school each day, including essentials such as: <ul style="list-style-type: none"> ▪ Lunch boxes ▪ Hats and coats ▪ Books ▪ Stationery ▪ Mobile phones ▪ Bags are allowed ▪ Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, 	<ul style="list-style-type: none"> ▪ Is there a consistent policy for marking books? ▪ Are classroom resources included as part of an enhanced cleaning regime? ▪ Are shared resources cleaned between use? ▪ Is outdoor playground equipment cleaned more frequently? ▪ Refer to CLEAPSS guidance for advice on cleaning science and D&T equipment. 	<ul style="list-style-type: none"> ▪ Homework is not set until at least after Easter, and marking of students' books kept to a minimum by using Teams and other online methods of submitting and assessing students' work, particularly in Y11 ▪ IT and musical equipment is sanitised between use ▪ CLEAPSS guidance is used in science and D&T rooms 			

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
cleaning of the resources and rotation should apply to these resources.					
Parent pick-up and drop-offs					
<ul style="list-style-type: none"> ▪ We know that travel to school patterns differ greatly. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. ▪ Staggered start and finish times should not reduce the amount of overall time children spend in school. A staggered start may, for example, include keeping the length of the day the same but starting and finishing later to avoid rush hour. ▪ Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school entrance and otherwise coming onto the site without an appointment is not allowed. 	<ul style="list-style-type: none"> ▪ How will arrangements for pick-up and drop-offs be communicated to parents? ▪ How will gathering at the school gates be monitored and managed? ▪ How will appointments be managed? 	<ul style="list-style-type: none"> ▪ Communication with parents is regular and effective (see above). Expectations about arrival times at school are reinforced, together with the encouragement for students to walk or cycle to school ▪ Senior members of staff are at school entrances in increased numbers to help manage social distancing and to ensure face coverings are available where needed 	MG and SLT	15.03.21	08.03.21 and ongoing
7. Keep occupied spaces well ventilated (DfE page 21)					
<ul style="list-style-type: none"> ▪ When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. ▪ These can be achieved by a variety of measures including: <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 	<ul style="list-style-type: none"> ▪ If air handling systems that move air between rooms are used set them to use a fresh air supply and do not recirculate air. Standalone room units can operate as normal. ▪ Ensure any filters in ventilation or air conditioning systems are changed as per 	<ul style="list-style-type: none"> ▪ Air handling systems meet requirements ▪ A/c systems meet requirements ▪ All doors have rubber wedges to keep them open, and windows must be kept open. Appropriate adjustments/consideration to school uniform are made ▪ Outside/fire doors are propped open with due regard to fire 	AA	January 21	January 21 and ongoing

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>normal as long as they are within a single room and supplemented by an outdoor air supply</p> <ul style="list-style-type: none"> ▪ Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air ▪ Natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) ▪ To balance the need for increased ventilation while maintaining a comfortable temperature, consider: <ul style="list-style-type: none"> ▪ Opening high level windows in colder weather in preference to low level to reduce draughts ▪ Increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) ▪ Providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform ▪ Rearranging furniture where possible to avoid direct draughts ▪ Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. 	<p>manufacturer instructions. Take additional care when changing filters.</p> <ul style="list-style-type: none"> ▪ Airing rooms as frequently as you can, will help improve ventilation. This involves opening all doors and windows wide to maximise the ventilation in the room. It may be easier to do this when the room is unoccupied or between uses particularly in colder or adverse weather. ▪ Manage colder temperatures in rooms by opening high level not low level windows, opening window just enough to allow for ventilation, increasing heating and allowing for flexibility on uniform. ▪ Identify any poorly ventilated areas and consider if these areas should be restricted or if ventilation can be improved. ▪ Desk or ceiling fans can be used provided the area is well ventilated but they 	<p>safety, weather and location allowing</p>			

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>should not be used in poorly ventilated areas.</p> <ul style="list-style-type: none"> ▪ With due regard to fire safety, some doors may be temporarily propped open to limit touching of door handles and aid ventilation. Fire doors including doors at the top and base of stairs, or to higher risk areas of fire starting e.g. kitchens / IT suites / plant rooms should not be propped open. 				
<p>8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary (DfE page 22)</p>					
<ul style="list-style-type: none"> ▪ Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth. ▪ Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used. ▪ Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when: 	<ul style="list-style-type: none"> ▪ Reference to PPE for higher risk situations means: <ul style="list-style-type: none"> ▪ Fluid-resistant surgical face masks (also known as Type IIR) ▪ Disposable gloves ▪ Disposable plastic aprons ▪ Eye protection (for example a face visor or goggles) ▪ The PPE that should be used in the following situations when caring for someone with symptoms 	<ul style="list-style-type: none"> ▪ PPE supplies are kept in an orderly manner and restocked as necessary ▪ All appropriate staff (SLT, first-aid staff, welfare workers, site and cleaning staff) are trained in donning and doffing PPE and in its correct disposal 	MG, AA, AH	September 20	Ongoing

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ A pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained ▪ Performing aerosol generating procedures (AGPs) ▪ 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>of coronavirus (COVID-19) is:</p> <ul style="list-style-type: none"> ▪ A face mask should be worn if a distance of 2 metres cannot be maintained ▪ If contact is necessary, then gloves, an apron and a face mask should be worn ▪ Eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting ▪ Where staff have been identified as needing PPE, have they been provided with appropriate supplies? ▪ Have staff identified as needing PPE been provided with appropriate training and information on correct use and disposal? 				
9. Promote and engage in asymptomatic testing, where available (DfE page 23)					
<ul style="list-style-type: none"> ▪ Lateral flow devices have been provided to all schools, including primary schools, secondary schools, special schools, alternative provision, and colleges. Schools and colleges are able to offer their 	<ul style="list-style-type: none"> ▪ Communicate and promote importance of asymptomatic testing 	<ul style="list-style-type: none"> ▪ Asymptomatic testing is carried out to DfE requirements - three onsite tests for students followed by twice weekly 	MG, LS, MH	08.03.21	08.03.21 (home test distribution)

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>workforce (who are on-site) access to 2 rapid results tests every week. This will help identify staff who are carrying the virus without displaying symptoms, reducing the risk of transmission.</p> <ul style="list-style-type: none"> ▪ All schools and colleges should offer regular twice weekly testing to their staff. Testing is not mandatory for staff and they do not need to provide proof of a negative test result to attend school or college in person, although participation in testing is strongly encouraged. ▪ In addition to the already established rapid testing regime and regular testing of staff, there will be twice-weekly testing of secondary school and college pupils, initially with on-site testing and then home testing. ▪ All households with school children, members of their support and childcare bubbles, and those in related occupations will also be encouraged to get tested regularly. 	<ul style="list-style-type: none"> ▪ Refer to Asymptomatic testing section below for further information and assessment. 	<p>testing at home with access to test kits through school.</p> <ul style="list-style-type: none"> ▪ Staff testing has now commenced at home with access to test kits through school 			to begin wb 15.03.21)

SYSTEM OF CONTROLS – RESPONSE TO ANY INFECTION

10. Promote and engage with the NHS Test and Trace process (DfE page 23)

<ul style="list-style-type: none"> ▪ Staff members, parents and carers will need to: <ul style="list-style-type: none"> ▪ Book a test 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 ▪ Self-isolate immediately and not come to school if: <ul style="list-style-type: none"> ▪ They develop symptoms 	<ul style="list-style-type: none"> ▪ Is there a clear understanding in the school around NHS Test and Trace procedures? ▪ Have the requirements around symptomatic testing been communicated to all parties? ▪ Have all parties been told that they must inform the 	<ul style="list-style-type: none"> ▪ All staff understand NHS Test and Trace procedures ▪ Signage in classrooms reminds staff of training in the NHS Test and Trace procedure ▪ All parties have been made aware of (and reminded on a regular basis) of the requirements around symptomatic testing and of the 	MG (all staff) AA (Signage) MH (admin)	15.03.21	
---	--	--	--	----------	--

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ They have been in close contact with someone who tests positive for coronavirus (COVID-19) ▪ Anyone in their household or support or childcare bubble develops symptoms of coronavirus (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, which is a legal obligation ▪ Provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace <p>Polymerase Chain Reaction (PCR) tests</p> <ul style="list-style-type: none"> ▪ Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) 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. <p>NHS COVID-19 App</p> <ul style="list-style-type: none"> ▪ The app is available to anyone aged 16 and over to download if they choose. For some young people, 	<p>school of the results of any test as soon as possible?</p> <ul style="list-style-type: none"> ▪ Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. ▪ Home testing kits can be given directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where this will significantly increase the likelihood of testing taking place. ▪ Further guidance on Use of the NHS COVID-19 app in education and childcare settings is available. School leaders should be aware of the features of the app, how the app may work with the settings use of mobile phones policy, and communicate with staff, students and parents about the use of the app. 	<p>obligatory process of sharing results</p>			

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>particularly some with SEND, parents will need to decide whether their use of the app is appropriate.</p> <ul style="list-style-type: none"> ▪ This will mean that some pupils in year 11, and most pupils in years 12 and above will be eligible to use the app and benefit from its features. ▪ Staff members are also able to use the app. 					
<p>11. Manage confirmed cases of coronavirus (COVID-19) amongst the school community (DfE page 25)</p>					
<ul style="list-style-type: none"> ▪ Schools must take swift action when you become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school. ▪ If you would like support on the action you should take to respond to a positive case, you can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. You will be put through to a team of advisers who will inform you of what action is needed based on the latest public health advice. ▪ The advice service (or PHE local health protection team if escalated) will work with you to guide you through the actions you need to take. Based on their advice, you must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive. 	<ul style="list-style-type: none"> ▪ Are staff aware of the need to contact the DfE helpline? ▪ Are proportionate records of pupils and staff in each group and close contacts between groups maintained? ▪ Is there a clear understanding of what close contact means? ▪ Ensure that all visitors to the school sign in and there is a means to contact them if needs be. ▪ Is there an escalation process in place for managing confirmed cases in school? 	<ul style="list-style-type: none"> ▪ The leadership team has a clear process for managing cases of confirmed COVID-19 This involves establishing the scale of contacts by: <ul style="list-style-type: none"> ▪ Examining timetables, seating plans, cover records, TA logs ▪ Informing and reminding staff and students of the definition of close contact ▪ Contacting the DfE helpline for advice 	<p>MG or nominated deputy), CV team MG (definition of contact)</p>	<p>15.03.21</p>	<p>08.03.21</p>

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Close contact means: <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 coronavirus (COVID-19) ▪ Anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <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 ▪ Sexual contacts ▪ 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 ▪ 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 and staff in each group, and any close contact that takes places between pupils 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 to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. 					

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Where individuals are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support. ▪ A template letter will be provided to you, on the advice of the health protection team, to send to parents and staff if needed. You must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. ▪ Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil 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. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and: <ul style="list-style-type: none"> ▪ If the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days. ▪ If the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 full days. Their household 					

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection</p> <ul style="list-style-type: none"> You should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. From 8 March, we asked you to resume completing an educational setting status form. The form will be amended to reflect wider opening. The data you supply helps the government monitor the impact of coronavirus (COVID-19) on schools. Some school staff 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. 					
12. Contain any outbreak by following local health protection team advice (DfE page 28)					
<ul style="list-style-type: none"> If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak. You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. In some cases, health protection teams may recommend that a larger number of other pupils 	<ul style="list-style-type: none"> Ensure there are contingency procedures in place for an outbreak considering partial or full closure, on the advice of health protection teams. Are there procedures in place for admitting staff and students back to school who have tested positive? 	<ul style="list-style-type: none"> Procedures are in place if advice from health protection teams necessitates partial or full closure Critical points take into account the ability of staff to teach via Teams and students to access this from home Staff and student attendance records on SIMS ensure staff and students cannot slip under the radar and return to school before their period of isolation 	MG or nominated deputy), CV team AH	15.03.21	08.03.21 and ongoing

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>self-isolate at home as a precautionary measure. This could be the class or year group.</p> <ul style="list-style-type: none"> 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. <p>Admitting children and staff back to the school</p> <ul style="list-style-type: none"> The pupil or staff member who tested positive for coronavirus (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. 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 coronavirus (COVID-19). Your decision would need to be carefully considered in the light of all the circumstances and current public health advice. 		<p>is finished or without indicating a negative PCR test</p>			

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
SECTION 2: SCHOOL OPERATIONS					
Asymptomatic testing (DfE page 29)					
<p>Secondary school testing on-site through an Asymptomatic Testing Site (ATS)</p> <ul style="list-style-type: none"> ▪ Secondary schools should offer pupils testing at an on-site ATS from 8 March. Testing and return of pupils can be phased during the first week to manage the number of pupils passing through the test site at any one time. You should offer 3 tests, 3 to 5 days apart. ▪ You have the flexibility to consider how best to deliver testing on a phased basis from 8 March, depending on your circumstances and local arrangements, but you should prioritise vulnerable children and children of critical workers, and year groups 10 to 13. ▪ Pupils should return to face-to-face education following their first negative test result. Pupils not undergoing testing should attend school in line with your phased return arrangements. Schools will have discretion on how to test students over that week as they return to the classroom. ▪ Testing is voluntary. If consent is provided, pupils will be asked to self-swab at the on-site ATS and after 30 minutes they should be informed of their results. ▪ Individuals with a positive LFD test result will need to self-isolate in line with the guidance for households with possible coronavirus infection. Those with a negative LFD test result can continue to attend school unless they have individually been advised otherwise by NHS Test and Trace or Public 	<ul style="list-style-type: none"> ▪ Consider how initial on site testing will be delivered and if this needs to be on a phased basis. ▪ Make arrangements for continuing on site testing (in secondary schools only). ▪ Complete a risk assessment for the testing process relevant for your setting (templates are available). ▪ Communicate procedures for testing and continue to encourage take up of testing. ▪ Ensure staff, students and parents understand what to do in the event of a positive test. ▪ Ensure that staff, students and parents understand that symptomatic testing still needs to take place and that it can be booked online. 	<ul style="list-style-type: none"> ▪ Initial testing has been fully planned and implemented in strict accordance with SOP, DfE guidance and BET advice ▪ Arrangements for continuing on site testing in small numbers are in place ▪ A full risk assessment is on the website ▪ Communication with parents has been measured and detailed ▪ All staff have undertaken relevant training (online DfE modules or in-school training) ▪ The procedure in the event of a positive test has been clearly communicated ▪ All parties have had the difference between symptomatic and asymptomatic testing explained ▪ Full guidance on the use of home test kits will be given, together with an instructional video using school staff ▪ This guidance will highlight any differences between in-school and at-home testing (eg the need for a confirmatory PCR 	<p>MG (school), LS (volunteers), MH (training log) SLT (prep material)</p>	<p>08.03.21</p>	<p>08.03.21</p>

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>Health professionals (for example as a close contact). They should continue to apply the measures in the system of controls to themselves and the wider school setting.</p> <ul style="list-style-type: none"> Schools should retain a small on-site ATS on site so they can offer testing to pupils who are unable or unwilling to test themselves at home. We will provide further information about funding available to support this. <p>Home testing</p> <ul style="list-style-type: none"> 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. Staff or pupils with a positive LFD test result will need to self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result if the test was done at home. Those with a negative LFD test result can continue to attend school and use protective measures. 		<p>test) and reinforce the need for communication between home and school regarding test results</p> <ul style="list-style-type: none"> A survey will be set up so that communication of positive results is quick and easy 			

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>Symptomatic testing</p> <ul style="list-style-type: none"> 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. 					
<p>Attendance (DfE page 32)</p>					
<ul style="list-style-type: none"> School attendance will be mandatory for all pupils from 8 March. During the week commencing 8 March, pupils will be offered asymptomatic testing on site in secondary schools. Pupils who consent to testing should return to face-to-face education following their first negative test result. Pupils not undergoing testing should attend school in line with your phased return arrangements. Vulnerable children and children of critical workers in secondary schools should continue to attend school throughout, unless they receive a positive test result. Testing is voluntary, but strongly encouraged. You should not plan for rotas as there is no requirement to reduce occupancy in schools. <p>Self isolation and shielding</p> <ul style="list-style-type: none"> A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they: <ul style="list-style-type: none"> Have symptoms or have had a positive test result 	<ul style="list-style-type: none"> Identify any pupils who may not be able attend school. Ensure there is provision for remote education for those unable to attend school. Monitor engagement with remote education. 	<ul style="list-style-type: none"> All in place and ongoing Remote provision will continue to be offered for those unable to attend school for COVID-19-related reasons Remote engagement will continue to be monitored and followed up 	<p>LS, AH, NE (remote provision)</p>	<p>08.03.21</p>	<p>08.03.21</p>

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Live with someone who has symptoms or has tested positive and are a household contact ▪ Are a close contact of someone who has coronavirus (COVID-19) ▪ We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician. The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally. All 16 to 18 year olds with underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme. At present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated. ▪ You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place. ▪ 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 					

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>out in school attendance guidance¹ but is especially important in the context of the pandemic and the coronavirus (COVID-19) vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.</p> <ul style="list-style-type: none"> ▪ 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 coronavirus (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: <ul style="list-style-type: none"> ▪ Self-isolating ▪ Shielding ▪ Vulnerable ▪ Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised. 					
Pupils and families who are anxious about return to school					
<ul style="list-style-type: none"> ▪ It is likely that some pupils, parents and households may be reluctant or anxious about attending school. This may include pupils who: <ul style="list-style-type: none"> ▪ Have themselves been shielding previously but have been advised they no longer need to shield 	<ul style="list-style-type: none"> ▪ Share the risk assessment and significant findings with parents via the school's website. ▪ Discuss and engage with pupils and their parents 	<ul style="list-style-type: none"> ▪ Frequent, clear and reassuring comms with parents from HT, HOYs and FTs ▪ Surveys undertaken with parents and children and 	MG (comms), PS, CS, RL (safeguarding/wellbeing)	08.03.21	February and ongoing

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Live in a household where someone is clinically vulnerable (CV) or CEV (including young carers) ▪ Are concerned about the possible increased risks from coronavirus (COVID-19) such as those who have certain conditions such as obesity and diabetes ▪ Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks. ▪ 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. 	<p>regarding any concerns around returning to school. Individual discussions around concerns can help to allay fears.</p>	<p>results published with action plans</p> <ul style="list-style-type: none"> ▪ Risk assessment on the website and promoted 			
Encouraging regular school attendance					
<ul style="list-style-type: none"> ▪ 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. ▪ 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: <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 ▪ 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, 	<ul style="list-style-type: none"> ▪ Communicate with parents on requirements for attendance. ▪ Put in place measures to keep in contact with vulnerable children. 	<ul style="list-style-type: none"> ▪ Parents reminded of stricter guidelines on attendance - attendance and welfare teams briefed on supportive insistence on attendance ▪ HOYs and vulnerables team collaborate on focusing on those who have been harder to reach during lockdown and who have become disengaged and with pre-identified groups ▪ Priority continues to be given CLA students and those with EHCPs or who are otherwise vulnerable. Contact is maintained with social workers 	<p>MG (expectations) LS, AH, HOYs</p>	<p>08.03.21</p>	<p>01.03.21 and ongoing</p>

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>as well as existing pastoral and support services, attendance staff and pupil premium funding.</p> <ul style="list-style-type: none"> You should also work closely with other professionals across the education and health systems, where appropriate, to support school attendance. Please do continue to notify the pupil's social worker, if they have one, of non-attendance. <p>Vulnerable children</p> <ul style="list-style-type: none"> 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. When a vulnerable pupil is required to self-isolate, you should: <ul style="list-style-type: none"> 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. When a vulnerable pupil is required to self-isolate, you should: You should have procedures in place to: <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 		<ul style="list-style-type: none"> Additional funding has been allocated to strengthening the team with this focus until further notice 			
Alternative provision					
<ul style="list-style-type: none"> All pupils in alternative provision (AP) settings should attend school full-time, including: Where they are affected by the Remote Education Temporary Continuity Direction, AP settings must provide remote education to pupils covered by the Direction whose attendance would be contrary to 	<ul style="list-style-type: none"> Consider how the system of controls can be implemented within your setting including how groups / bubbles are established, and 	<ul style="list-style-type: none"> All AP arrangements are organised on an individual basis and assess the suitability for remote education if possible 	PW	As required	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>government guidance or law around coronavirus (COVID-19).</p> <ul style="list-style-type: none"> ▪ AP settings must comply with health and safety law which requires employers to assess risks and put in place proportionate control measures. ▪ When working through the system of controls, AP settings should take steps to minimise social contact and mixing as far as is practicable. ▪ All AP settings, especially larger AP schools, should consider whether pupils can be placed into smaller groups and still receive a broad and balanced curriculum. ▪ Due to the smaller size of many AP settings, and because AP settings are not typically organised by year groups, AP settings may wish to adopt whole school bubbles as part of their system of controls. 	<p>minimising social contact and mixing.</p>				
School workforce (DfE page 36)					
<ul style="list-style-type: none"> ▪ 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. The expectation is that those staff not attending school who are still able to work should do so from home where possible. ▪ 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. 	<ul style="list-style-type: none"> ▪ Share the risk assessment with staff and invite feedback. ▪ Carry out individual risk assessments and discussions as required. 	<ul style="list-style-type: none"> ▪ Staff and other stakeholders are kept fully informed of the risk assessment and expectations on following the system of controls put in place ▪ Staff are given the means to feed back (surveys and individual discussions) to help them find the most appropriate work setting and conditions 	<p>MG, AA, RL (surveys)</p>	<p>08.03.21</p>	<p>February 21 and ongoing</p>

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> 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 (CEV)					
<ul style="list-style-type: none"> CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take. Employers should talk to their staff about how they will be supported, including to work from home. Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings. The shielding guidance is reviewed regularly. CEV individuals will be advised in advance of any extension or end date to inform them of changes or continuation of the guidance. 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. Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated. This may change as we get further data on the effects of vaccination. 	<ul style="list-style-type: none"> Use current government advice on shielding and protecting people for those who extremely clinically vulnerable and who are advised to not attend the workplace. School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place. 	<ul style="list-style-type: none"> Discussed on a case-by-case basis following DfE guidance and BET advice where necessary 	MG, AA	As required	
Staff who are clinically vulnerable (CV)					

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Use government advice for those who are clinically vulnerable including pregnant women who can continue to attend school. ▪ Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. ▪ School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place. 	<ul style="list-style-type: none"> ▪ Discussed on a case-by-case following DfE guidance and BET advice where necessary 	MG, AA	As required	
Pregnancy					
<ul style="list-style-type: none"> ▪ 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. ▪ 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 	<ul style="list-style-type: none"> ▪ Employers should conduct a risk assessment for pregnant women. ▪ For staff who are in the third trimester (more than 28 weeks' pregnant) you should be particularly attentive to social distancing. There is a duty on employers to ensure the individual can adhere to national guidance on social distancing. 	<ul style="list-style-type: none"> ▪ Discussed on a case-by-case basis following DfE guidance and BET advice where necessary 	MG, AA	As required	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <ul style="list-style-type: none"> ▪ 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 coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19). ▪ We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations. 					
Staff who may otherwise be at increased risk from coronavirus (COVID-19)					
<ul style="list-style-type: none"> ▪ Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this. 	<ul style="list-style-type: none"> ▪ For those who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls are followed. 	<ul style="list-style-type: none"> ▪ Discussed on a case-by-case basis following DfE guidance and BET advice where necessary 	MG, AA	As required	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose. ▪ There is further information available on who is at higher risk from coronavirus. ▪ Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home. 	<ul style="list-style-type: none"> ▪ Where there is a specific concern an individual risk assessment may be appropriate but this should be based on clear medical or specific need. 				
Supporting staff					
<ul style="list-style-type: none"> ▪ All employers have a duty of care to their employees, and this extends to their mental health. ▪ 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. ▪ Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing. ▪ Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing. 	<ul style="list-style-type: none"> ▪ Be aware of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. ▪ Workload should be carefully managed and assess whether staff who are having to stay at home due to health conditions are able to support remote 	<ul style="list-style-type: none"> ▪ Wellbeing has been a visible priority throughout the pandemic, with equal emphasis given to staff as to students and parents ▪ All decisions made are talked through with staff ▪ Regular surveys give staff the opportunity to feedback ▪ All concerns are discussed and followed up at SLT level ▪ Staff wellbeing is on every SLT agenda ▪ Weekly wellbeing activities posted throughout lockdown 	MG, AA, RL, CS (E2W)	In place	Ongoing

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>education, while others focus on face-to-face provision.</p> <ul style="list-style-type: none"> ▪ Consider where additional resource could be safely brought in if necessary. ▪ Ensure regular communication and consultation with all staff. ▪ Ensure staff know where to get additional support e.g. counselling or helplines. 	<ul style="list-style-type: none"> ▪ East-to-West counselling and HR helplines made available to all staff (and governors) ▪ Some COVID-19 funding used to create capacity to assist work life balance issues 			
Staff deployment					
<ul style="list-style-type: none"> ▪ You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. ▪ You should ensure that you continue to have appropriate support in place for pupils with SEND. Any redeployments of staff should not be made at the expense of supporting pupils with SEND. ▪ 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. ▪ 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. 	<ul style="list-style-type: none"> ▪ Review any staff deployment changes needed. ▪ Ensure ratios for regulated activity are maintained and that staff have the required skills, expertise, and experience to carry out their work. 	<ul style="list-style-type: none"> ▪ Staffing discussed regularly with HT, DHT and SBM 	MG, PW	15.03.21	08.03.21 and ongoing
Supply staff and other temporary or peripatetic staff					

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ You can continue to use supply teachers and staff. We recommend using the Crown Commercial Service’s agency supply deal when hiring agency workers. ▪ Supply staff and other temporary or peripatetic staff can move between schools. Such staff and visitors must follow your school’s arrangements for managing and minimising risk based on the system of controls. 	<ul style="list-style-type: none"> ▪ Ensure that any visiting staff are provided with information on the school’s COVID-19 arrangements as soon as possible after booking. ▪ Where visiting teachers, support staff or specialists are working with multiple schools’ particular attention should be given to social distancing and hygiene measures. 	<ul style="list-style-type: none"> ▪ All visitors to school managed as above and made aware of full school COVID-19 measures 	MG, MH	As required	
Other support: Volunteers and ITT trainees					
<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ Mixing of volunteers across groups should be kept to a minimum, and they should adhere to the system of controls in place. ▪ ITT trainees can continue to go into their host school or college on placement. ▪ Trainees who go to their placement should be offered coronavirus (COVID-19) testing in the same 	<ul style="list-style-type: none"> ▪ Ensure that any volunteers or trainees are provided with information on the school’s COVID-19 arrangements and make sure they adhere to them. ▪ Mixing of volunteers across groups should be kept to a minimum. 	<ul style="list-style-type: none"> ▪ Professional tutor and PA collaborate to ensure that ITTs can maintain the same expectations as employed staff ▪ Volunteers are restricted to student testing and are covered under the testing RA 	GW, LS, MH	15.03.21 and as required	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>way other school staff are. They are expected to follow all control measures put in place by host schools.</p>					
Staff working remotely					
<ul style="list-style-type: none"> ▪ Where staff do work remotely, employer health and safety responsibilities still apply. 	<ul style="list-style-type: none"> ▪ All staff working remotely to undertake DSE assessment and home working checklist. ▪ All staff to be provided guidance on setting up a safe and suitable work area. ▪ Ensure regular communication with staff working remotely. 	<ul style="list-style-type: none"> ▪ Discussed on a case-by-case basis following DfE guidance and BET advice where necessary 	MG, AA	As required	
Transport (DfE page 42)					
Dedicated school transport, including statutory provision					
<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 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: <ul style="list-style-type: none"> ▪ Social distancing is maximised within vehicles 	<ul style="list-style-type: none"> ▪ How pupils are grouped together on transport, where possible should reflect the bubbles that are adopted within school. ▪ Use of hand sanitiser upon boarding and/or disembarking. ▪ Additional cleaning of vehicles ▪ Organised queuing and boarding where possible. ▪ Maximise social distancing within vehicles wherever possible. 	<ul style="list-style-type: none"> ▪ Generally n/a - a case-by-case basis follows DfE guidance and BET advice where necessary 	AA, JB (HSN)	As required	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ 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 ▪ 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 coronavirus (COVID-19). ▪ 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. This does not apply to people who are exempt from wearing a face covering on public transport. 	<ul style="list-style-type: none"> ▪ Through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents. ▪ Children and young people aged 11 and over are advised to wear a face covering when travelling on dedicated transport. ▪ Ensure the transport provider is aware of any timetable changes and are adhering to government guidelines. ▪ Seek a copy of their risk assessment and operating plan. 				
Wider public transport					
<ul style="list-style-type: none"> ▪ In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. Public transport capacity continues to be constrained. Its use by pupils, particularly in peak times, should be kept to an absolute minimum. ▪ If possible, consider staggered start times to enable more journeys to take place outside of peak hours. ▪ Families using public transport should refer to the safer travel guidance for passengers. 	<ul style="list-style-type: none"> ▪ Can school start / end times be staggered to avoid peak times? ▪ Encourage parents, staff, and pupils to walk or cycle to school if possible. ▪ Consider using ‘walking buses’. 	<ul style="list-style-type: none"> ▪ As above 			

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> ▪ Work with the local authority to promote safe cycling routes. ▪ Advise persons using public transport to follow safer travel guidance e.g. wearing of face coverings. 				
Pupils travelling from abroad					
<ul style="list-style-type: none"> ▪ Where pupils travel from abroad to attend a boarding school you will need to explain the rules to pupils and their parents before they travel to the UK. ▪ Anyone who is not a British or Irish national, or who does not have the right to reside in the UK, who has travelled from or through a 'red list' country in the previous 10 days, is not permitted to enter the UK and should be told not to travel. ▪ Where pupils (and their parents or guardians or family member) meet the UK entry requirements and have travelled from or through a 'red list' country in the previous 10 days, they must quarantine in a managed quarantine hotel for 10 days. ▪ Pupils travelling to England from other, non-red, list countries will need to quarantine at their place of residence or other suitable place and purchase a home testing package, with coronavirus (COVID-19) tests to be taken on days 2 and 8 after arrival to support the UK's genomic sequencing programme. 	<ul style="list-style-type: none"> ▪ Review arrangements for any pupils travelling from abroad where needed. 	<ul style="list-style-type: none"> ▪ Discussed on a case-by-case basis following DfE guidance and BET advice where necessary 	MG, LS, MH	As required	
School meals (DfE page 45)					
<ul style="list-style-type: none"> ▪ We expect kitchens to be fully open and normal legal requirements will apply to the provision of 	<ul style="list-style-type: none"> ▪ Confirm with catering providers (including in- 	<ul style="list-style-type: none"> ▪ Catering plan in place 	AA, PW	15.03.21	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>food for pupils, including ensuring food meets the standards for school food in England.</p> <ul style="list-style-type: none"> School kitchens should follow the guidance for food businesses on coronavirus (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 coronavirus (COVID-19) outbreak is available. 	<p>house provision) that all relevant safety procedures are in place and that they are adhering to current government guidelines. You may ask to see a copy of their risk assessment as well.</p> <ul style="list-style-type: none"> Ensure that catering providers (including in-house provision) are aware of any changes to lunch times and operating practices you have made. 				
Estates (DfE page 49)					
<ul style="list-style-type: none"> There is no need for class sizes to be adjusted from the usual size. 	<ul style="list-style-type: none"> Maintain existing class sizes 	<ul style="list-style-type: none"> 			
Ventilation Systems					
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Refer to the system of controls section 7 for guidance on keeping occupied spaces well ventilated. 	<ul style="list-style-type: none"> See above (system of controls, point 7) 			
Fire safety					
<ul style="list-style-type: none"> Fire safety management plans should be reviewed and checked in line with operational changes. You should check: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Ensure that all fire safety systems have been maintained and inspected. Review and update emergency plans and assembly points as required. 	<ul style="list-style-type: none"> Emergency plan fully revised following move to new building - fully COVID-19 compliant Staff and students practise drills within two weeks of the return to face-to-face education 	MG, AA	08.03.21	08.03.21

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>adjustments to your fire drill to allow for social distancing as appropriate.</p>	<ul style="list-style-type: none"> ▪ Brief staff on any changes to arrangements. ▪ Consider if limited evacuation drills may be beneficial e.g. by year group to allow for social distancing. 				
Opening after reduced occupancy					
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Ensure all little used water outlets are flushed through. ▪ Check and test all relevant safety critical devices ▪ Carry out a visual site inspection to identify any issues that may need remedying before full opening. ▪ Ensure normal maintenance and inspection activities take place, including contractor visits ensuring that statutory maintenance and inspection are carried out. 	<ul style="list-style-type: none"> ▪ New site meets DfE handover standards ▪ Snagging procedure monitored and acted on ▪ Staff were in school for two weeks before students and a skeleton staff has been in since January 4th 	AA and Wates	January 21	Ongoing
Educational visits (DfE page 50)					
<ul style="list-style-type: none"> ▪ We advise against all educational visits at this time. This advice will be kept under review. 	<ul style="list-style-type: none"> ▪ Ensure staff are aware of the latest information. ▪ Keep guidance under review 	<ul style="list-style-type: none"> ▪ No EV planned - ongoing 	AA	As required	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
School uniform (DfE page 50)					
<ul style="list-style-type: none"> ▪ 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. ▪ 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. 	<ul style="list-style-type: none"> ▪ Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. ▪ In colder weather consider amendments to the uniform policy. 	<ul style="list-style-type: none"> ▪ Full uniform to be worn with adjustments for PE kits and colder weather as above 	HOYs	Ongoing	Ongoing
Wraparound provision and extra-curricular activity (DfE page 51)					
<ul style="list-style-type: none"> ▪ From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training. ▪ You should advise parents that where they are accessing this provision for their children, that they must only be using this, where: <ul style="list-style-type: none"> ▪ The provision is being offered as part of the school's educational activities (including catch-up provision) ▪ The provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution 	<ul style="list-style-type: none"> ▪ Ensure that any provision is only to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training. ▪ If it is not possible or practical to maintain the same bubbles being used during the school day (for example, if the number of bubbles in place during the school day prove impractical to adopt within 	<ul style="list-style-type: none"> ▪ Wraparound - n/a ▪ Extra-curricular will be reintroduced after Easter ▪ Hiring and letting is managed through the SBM - RAs to be seen before letting recommences ▪ The school works directly with the Sports Centre to ensure external lettings do not compromise the COVID-19 measures in place and vice versa 	AA, MG (RD)	As required	

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ The use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group ▪ You should also continue to work closely with any external wraparound providers which your pupils may use to try to keep children in the same bubble they are in during the school day, as far as possible. ▪ Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also: <ul style="list-style-type: none"> ▪ Advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. ▪ Encourage them to check providers have put in place their own protective measures ▪ Send them the link to the guidance for parents and carers ▪ If you hire out your premises for use by external wraparound childcare providers, such as after-school or holiday clubs, make sure these organisations have: <ul style="list-style-type: none"> ▪ Considered the relevant government guidance for their sector ▪ Put in place protective measures 	<p>the wraparound provision) then providers should maintain small, consistent groups.</p> <ul style="list-style-type: none"> ▪ Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. They should be advised to limit use of multiple providers as much as is possible. ▪ When hiring out or letting premises consider what additional cleaning and hygiene measures are needed. ▪ Any hirers should be informed of hygiene and social distancing measures, but also that they must follow relevant government guidance for their activity. 				

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
Curriculum (DfE Page 52)					
Music, dance, and drama in school					
<ul style="list-style-type: none"> ▪ You should continue teaching music, dance, and drama as part of your school curriculum, especially as this builds pupils’ confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place. ▪ Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. ▪ Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information on the music education hubs, including contact details for local hubs, is available at music education hubs published by the Arts Council England. ▪ Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts. Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective DfE guidance for these sectors. <p>Minimising contact between individuals</p> <ul style="list-style-type: none"> ▪ The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff, including for rehearsal and 	<ul style="list-style-type: none"> ▪ Play outdoors where possible. ▪ If playing indoors limit the numbers in relation to the space, use as large a room as possible, maximise ventilation. ▪ 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 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 	<ul style="list-style-type: none"> ▪ Line managers have collaborated with the HODs of music, HSN and drama respectively to ensure that a full curriculum is offered as far as possible within DCMS guidelines. This covers the use of peripatetic teachers and outside specialist teaching 	LMs	15.03.21	08.03.21

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>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.</p> <ul style="list-style-type: none"> If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment and instruments. <p>Performances</p> <ul style="list-style-type: none"> 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>Singing, and playing wind and brass instruments in groups</p>	<p>does not blow into another player.</p> <ul style="list-style-type: none"> Use microphones where possible or encourage singing quietly. Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. Avoid sharing instruments where possible, and limit handling of music scores etc. Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation can be maintained. Drama department should review what practical lessons and activities can be delivered and update risk assessments and lesson plans accordingly. 				

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ 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. <p>Playing outdoors</p> <ul style="list-style-type: none"> ▪ Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space. <p>Playing indoors</p> <ul style="list-style-type: none"> ▪ 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, limit the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. <p>Social distancing</p> <ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Key considerations for practical activities include the teaching space, minimising contact between individuals, group work and individual work, space layout for social distancing, managing use of resources (props, costumes etc) and technical equipment. 				

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>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.</p> <p>Seating positions</p> <ul style="list-style-type: none"> 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>Microphones</p> <ul style="list-style-type: none"> Use microphones where possible or encourage singing quietly. <p>Handling equipment, instruments, and scripts</p> <ul style="list-style-type: none"> Require increased handwashing before and after handling equipment, especially if being used by more than one person. Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets. If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment. Instruments should be cleaned by the pupils playing them, where possible. Limit handling of music scores, parts and scripts to the individual using them. 					

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>Suppliers</p> <ul style="list-style-type: none"> Consider limiting the number of suppliers when hiring instruments and equipment. You should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument. Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand. <p>Individual lessons</p> <ul style="list-style-type: none"> Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures on peripatetic teachers. If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision. In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction. <p>Drama</p>					

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Drama. This would be expected to be led by the department. ▪ Reference should be made to national body guidance. Additional relevant information is available in Government Guidance for people who work in performing arts, including arts organisations, venue operators and participants. ▪ Open Drama UK have produced a free guide on Supporting practical group work in drama studios post Covid-19 lockdown. 					
Physical activity in schools					
<ul style="list-style-type: none"> ▪ You have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in your system of controls. ▪ Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. ▪ You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your 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 	<ul style="list-style-type: none"> ▪ Prioritise outdoor sports wherever possible. ▪ Large indoor spaces can be used, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. ▪ External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. 	<ul style="list-style-type: none"> ▪ Practical PE is only delivered outdoors ▪ External fixtures and extra-curricular sports activities are on hold until at least Easter ▪ Equipment is distributed between bubbles such that 48 hours can be maintained between use where it cannot be sanitised 	JB	15.03.21	08.03.21 (to be reviewed)

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>particularly important in a sport 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> <ul style="list-style-type: none"> 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 i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. Competition between different schools should not take place until wider grassroots sport for under 18s is permitted. 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. 	<ul style="list-style-type: none"> Pupils should be kept in consistent groups. Sports equipment should be thoroughly cleaned between each use by different individual groups. 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. 				
Science					
<ul style="list-style-type: none"> In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in science. This would be expected to be led by the department. Reference should be made to CLEAPSS GL343 – Guide to doing practical work during the COVID-19 Pandemic – Science, and other supporting guides including on returning to school after an extended closure. 	<ul style="list-style-type: none"> Science department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. Key considerations for practical activities include supervising pupils, management of science equipment, demonstrations instead of 	<ul style="list-style-type: none"> All specialist areas are teaching within specialist areas so that full access to the provision can be offered where at all possible. Reference has been made to CLEAPSS GL343 – Guide to doing practical work during the COVID-19 Pandemic – Science, and other supporting guides including on returning to school after an extended closure 	GW	15.03.21	08.03.21

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS.</p>				
Design & Technology					
<ul style="list-style-type: none"> ▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Design & Technology. This would be expected to be led by the department. ▪ Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&T, Food & Art, and other supporting guides including on returning to school after an extended closure. 	<ul style="list-style-type: none"> ▪ Design & Technology department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. 	<ul style="list-style-type: none"> ▪ All specialist areas are teaching within specialist areas so that full access to the provision can be offered where at all possible. Reference has been made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&T, Food & Art, and other supporting guides including on returning to school after an extended closure 	MF/RC	15.03.21	08.03.21
Art					

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Art. This would be expected to be led by the department. Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&T, Food & Art, and other supporting guides including on returning to school after an extended closure. 	<ul style="list-style-type: none"> Art department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. 	<ul style="list-style-type: none"> All specialist areas are teaching within specialist areas so that full access to the provision can be offered where at all possible. Reference has been made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&T, Food & Art, and other supporting guides including on returning to school after an extended closure 	MS	15.03.21	08.03.21
Education, Health and Care (EHC) Plans (DfE page 59)					
<ul style="list-style-type: none"> You should, along with the local authority and health partners (where applicable), work with families to co-produce arrangements for delivering all therapies and support that would normally be in place for children with EHC plans. There may be times when it becomes more difficult to do so than usual, particularly if children and young people are isolating. Decisions should be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young 	<ul style="list-style-type: none"> Liaise with partner organisations to deliver EHC plans. Undertake timely planning for placements in September. 	<ul style="list-style-type: none"> SENDCo and vulnerables team have identified EHCP and other students for a pre-orientation tour in small numbers Same teams work with SLT to deliver EHCPs, liaising with partner organisations as necessary Discussions for potential EHCP placements for September are 	KM	08.03.21	Ongoing

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>person, avoiding a ‘one size fits all’ approach. The statutory duties and timescales remain in place for EHC needs assessments and reviews. At all times it is important that these continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way.</p> <ul style="list-style-type: none"> It is important that you co-operate in supporting timely consultations over potential placements for September, and in providing families with advice and information where requested. 		<p>underway with parents, students and outside agencies as necessary to ensure support is offered and can be accessed moving forward</p>			
<p>Behaviour, discipline, and wellbeing expectations (DfE page 59)</p>					
<ul style="list-style-type: none"> Your policies should set clear, reasonable, and proportionate expectations of pupil behaviour. Further information on behaviour and discipline in schools is available. 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. 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. Pupils may need additional support and access to services such as educational psychologists, social workers, and counsellors. 	<ul style="list-style-type: none"> Specific pupils with challenging behaviour should be identified and a risk assessment completed for each pupil with regards to the increased risk to others from the spread of coronavirus because of their behaviour. This could include pupils who would not normally require an individual approach but with the new measures in place may require an assessment. Additional measures and PPE may be required for staff in some circumstances. 	<ul style="list-style-type: none"> The school policy has been updated following the first lockdown and is still in place Whole-school expectations have been delivered in video messages, recorded assemblies and HOY emails The orientation assembly continues this process and will be repeated in tutor times at the beginning of each day The focus is on supportive and reassuring but firm expectations Risk assessments are drawn up on a needs basis and kept in place 	<p>MG, NE, RL, LS, HOYs</p>	<p>08.03.21</p>	<p>08.03.21</p>

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> School behaviour policy to be reviewed to take account of COVID-19 and any new measures in place. 				
Pupil wellbeing and support					
<ul style="list-style-type: none"> Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress, or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Consider using pastoral and extra-curricular activities to: <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 	<ul style="list-style-type: none"> Consider the provision of pastoral and extra-curricular activities for pupil wellbeing and support. Provide more focused pastoral support where issues are identified that individual pupils may need help with, including support resources available from DfE and partners. Consider support needs of particular groups that they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. 	<ul style="list-style-type: none"> As with staff wellbeing, pupil wellbeing has been a priority - in fact our highest priority Wellbeing has continued throughout lockdown, with the addition of reading hours, "Why don't you ...?" hours and independent study time to support completion of assignments Surveys and tutor/HOY contact have kept us informed of students' biggest worries about returning to school, and we have addressed many of them in advance (a video with school staff of the test 'journey', an orientation day before full return etc) An additional tutor session has been timetabled, bringing the daily time with tutors to 30 minutes The weekly wellbeing hour is maintained with the return to school, as are two further 	RL	08.03.21	08.03.21

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		<p>weekly sessions, along the lines of the home sessions mentioned above, timetabled as “Extended Curriculum”</p> <ul style="list-style-type: none"> ▪ Sessions will offer a judicious mix of discussion and practical activities, with an understanding of mental health issues but a forward-thinking approach ▪ Individual cases of more severe mental health concerns have been and will continue to be identified through the welfare process and bespoke support given 			
Safeguarding (DfE page 63)					
<ul style="list-style-type: none"> ▪ Schools must continue to have regard to the statutory safeguarding guidance keeping children safe in education. ▪ You should consider revising your child protection policy to reflect the return of more pupils. This should be led by your designated safeguarding lead. ▪ As children return try to give designated safeguarding leads and their deputies more time to: <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 ▪ The designated safeguarding lead should continue to co-ordinate with children’s social care, the local three safeguarding partners and other agencies and 	<ul style="list-style-type: none"> ▪ Review child protection policies. ▪ Coordinate with other agencies and services to ensure support is in place for children. 	<ul style="list-style-type: none"> ▪ Child protection policies have been reviewed, approved by the LGB and are available to view and download on the school website ▪ The DSL and DDSL meet at least weekly and safeguarding is discussed every week at SLT meetings ▪ The DDSL was given workspace in the building throughout lockdown to enable her to continue to attend confidential online strategy meetings etc 	MG, RL, PS	08.03.21	February 21 and ongoing

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>services to identify harm and ensure children are appropriately supported. They should speak to school nurses who have continued virtual support to pupils who have not been in school.</p>		<ul style="list-style-type: none"> ▪ The channel for communication for all safeguarding concerns is well-publicised and well-used by all staff ▪ Safeguarding remains a strength of the school 			
First aid and care provision					
<ul style="list-style-type: none"> ▪ The school must maintain suitable first aid and where needed paediatric first aid cover as normal. ▪ Social distancing and hygiene control measures must be maintained so far as is reasonably practicable when providing first aid. ▪ If staff need to escort pupils to the welfare room then social distancing and hygiene should be maintained. If this is not possible, then PPE should be used. ▪ All first aid equipment will always be accessible. ▪ Children, young people, and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way ▪ If a child, young person, or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home then a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the 	<ul style="list-style-type: none"> ▪ Consider limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include fluid resistant masks, gloves, aprons, goggles, or face shields. ▪ Have first aiders and welfare staff been made aware of the measures in place and been provided with appropriate training and equipment. ▪ Incidents must be recorded as per the school's normal arrangements. 	<ul style="list-style-type: none"> ▪ Extra rooms in addition to the medical room have been identified to limit numbers and maintain hygiene and social distancing ▪ PPE equipment is well-stocked (see above) and all first-aiders trained (see above) ▪ Incident log remains in place 	AA, AH	08.03.21	08.03.21

DfE Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.					
Contingency planning for outbreaks (DfE page 66)					
<ul style="list-style-type: none"> ▪ For individuals or groups of self-isolating pupils and pupils who are shielding following government guidance related to coronavirus (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 has been updated and 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. 	<ul style="list-style-type: none"> ▪ Review plans against the DfE contingency framework. ▪ Have plans in place for high quality remote provision of education. 	<ul style="list-style-type: none"> ▪ Where students are shielding or isolating, they will be invited to join their lessons via teams, and IT provision made available as required ▪ In the event of further restrictions, the school will refer to the DfE contingency framework 	MG, NE	15.03.21	As required