

# The Sallygate School

## Covid-19 Procedures

Source - <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

### **Everyone will:**

- Stay at home if they are unwell
- Access a test for Covid-19 if they display any of the 3 recognised symptoms;
  - New persistent cough
  - A high temperature
  - Loss/change in sense of smell and/or taste
- Wash their hands regularly
- Keep contact between others to a minimum
- Remain within their 'Bubble' during the school day
- Respect social distances at all times

### **Staff will;**

- Support pupils with regular hand washing routines
- Exercise regular handwashing when/if moving between classes
- Keep their classroom clean and wipe down surfaces and resources regularly
- Observe the need to remain within their 'Bubble' as much as is possible throughout the day

### **Pupils will;**

- Respond to advice/guidance from staff
- Wash their hands regularly throughout the day
- Respect distances between peers and staff



## **Introduction**

As of the 4<sup>th</sup> September it is our intention to be open full time for all pupils; Monday to Friday, 8.45am – 2.45pm. Due to the needs and circumstances of some pupils a return to full time attendance will be managed carefully in agreement with all stakeholders.

We will keep this guidance under review and update as necessary.

## **Welcoming children back to school**

Given the improved situation regarding the number of reported cases and the track and trace system established the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of our children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19). This guidance explains the steps we need to take to reduce the risks further. As a result, we can plan for all children to return and start to reverse the enormous costs of missed education. This will be an important move back towards normal life for many children and families.

The measures set out in this guidance provide a framework for the school leaders to put in place proportionate protective measures for children and staff, which also ensure that all pupils receive a high quality education that enables them to thrive and progress. In welcoming all children back this autumn, we are asked to minimise the number of contacts that a pupil has during the school day as part of implementing the system of controls outlined below to reduce the risk of transmission. If we follow the guidance set out here and maximise control measures, we can be confident that we are managing risk effectively.

While our aim is to have all pupils back at school in the autumn, we will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education.

## Purpose of this guidance

The first section of this guidance sets out the public health advice we must follow to minimise the risks of coronavirus (COVID-19) transmission. It also includes the process that should be followed if anyone develops coronavirus (COVID-19) symptoms while at school. This guidance has been developed with advice from PHE.

The public health advice in this guidance makes up a PHE-endorsed 'system of controls', building on the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) pandemic. When implemented in line with a revised risk assessment, these measures create an inherently safer environment for our children and staff where the risk of transmission of infection is substantially reduced.

The system of controls provides a set of principles and if we follow this advice and maximise the use of control measures, we will effectively minimise risks. All elements of the system of controls are essential. We must cover them all, but the way we implement some of the requirements will differ based on our circumstances.

There is not a 'one-size-fits-all' approach where the system of controls describes every scenario. The school leaders will be best placed to understand the needs of The Sallygate School and wider community and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk. The system of controls provides a set of principles to help us do this and, if we follow this advice and maximise the use of control measures, we will effectively minimise risks.

We have worked closely with parents, carers, staff and unions, as we normally would when agreeing the best approaches for their circumstances. Where the personal circumstances of parents/carers or staff create added concerns, we will discuss these, and we have offered advice in this document about how to do this. We want all pupils and staff to be back in school, and believe the conditions are right for this, but some people will understandably have worries that should be heard and addressed.

The rest of the guidance sets out more details on how DfE expects us to operate in the autumn term. This covers:

- school operations, including attendance, workforce, estates, catering
- curriculum, behaviour and pastoral support
- assessment and accountability, including plans for inspection
- contingency planning in case of self-isolation of multiple pupils or staff or local outbreaks

## **Public health advice to minimise coronavirus (COVID-19) risks**

The Essential measures are:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable

We will reduce contacts between children by:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

# The system of controls: protective measures

Having assessed the risk, the school will work through the below system of controls, adopting measures to the fullest extent possible in a way that addresses the risk identified in our assessment, what works for our school and allows us to deliver a broad and balanced curriculum for our pupils.

If all staff follow the guidance set out here we will effectively reduce risks in our school and create an inherently safer environment.

## System of controls

This is the set of actions we must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the following sections.

### Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
- 2) if necessary, use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.

7) if necessary, wear appropriate personal protective equipment (PPE).

### **Response to any infection**

8) Engage with the NHS Test and Trace process.

9) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.

10) Contain any outbreak by following local health protection team advice.

## **Prevention**

- 1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school**

We will enforce that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms or have tested positive in at least the last 10 days and ensure anyone developing those symptoms during the school day is sent home.

If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they will be sent home and advised to follow [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#), which sets out that they should self-isolate for at least 10 days and should [arrange to have a test](#) to see if they have coronavirus (COVID-19).

If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.

Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.

If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window will be opened for ventilation. If it is not possible to isolate them, they will be moved to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they will use a separate bathroom where possible. The bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE will 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).

As is usual practice, in an emergency, we will call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms **should not** visit the GP, pharmacy, urgent care centre or a hospital.

Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace.

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.

## **2. Where recommended, use of face coverings in schools**

The government has not recommended universal use of face coverings in all schools. Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. Primary school children will not need to wear a face covering.

With regard to this The Sallygate School Leaders are happy for children in year 7 or above to wear a face covering should they wish to do so, whilst moving around the school building.

### **Access to face coverings**

It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.

However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school has a small contingency supply available to meet such needs.

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

### **Safe wearing and removal of face coverings**

The school has a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process will be communicated clearly to pupils and staff.

Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.



Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.

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

Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. The school will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.

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

The 'catch it, bin it, kill it' approach continues to be very important, so the school will ensure that we have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, the school will ensure younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates.

Face coverings are required at all times on public transport, except for children under the age of 11.

### **5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach**

- we have put in place a cleaning schedule that ensures cleaning is generally enhanced and includes:
- more frequent cleaning of rooms and shared areas that are used by different groups
- frequently touched surfaces are being cleaned more often than normal
- toilets will be cleaned regularly and pupils will be encouraged to clean their hands thoroughly after using the toilet - different groups

being allocated their own toilet blocks will be considered but is not a requirement if the site does not allow for it

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

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

The overarching principle applied is reducing the number of contacts between children and staff. This will be achieved through keeping groups separate (in 'bubbles') and through maintaining the distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:

- children's ability to distance
- the lay out of the school
- the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary phase)

It is likely that for our younger children the emphasis will be on separating groups and for older children, it will be on distancing. For children old enough, they will also be supported to maintain distance and not touch staff where possible.

The points considered and implemented are set out in the following sections.

### **a. How to group children**

Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in school in the summer term in recognition that children, especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive

case to identify those who may need to self-isolate and keep that number as small as possible.

In the autumn term, maintaining consistent groups remained important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, the school will need to review and change the emphasis on bubbles within their system of controls and increase the size of these groups.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary classes where staff need to move between classes, they will try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary classes and can also still work across groups if that is needed to enable a full educational offer.

### **b. Measures within the classroom**

The school will make small adaptations to the classroom to support distancing where possible. That will include seating pupils side by side and facing forwards, rather than face to face or side on, and may include moving unnecessary furniture out of classrooms to make more space.

### **c. Measures elsewhere**

Groups should be kept apart, meaning that the school will avoid large gatherings such as assemblies or collective worship with more than one group.

When timetabling, groups will be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, the school will avoid creating busy corridors, entrances and exits. The school will impose staggered break times and lunch times.

The school will also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of the staff room will be minimised, although staff must still have a break of a reasonable length during the day.

#### **d. Measures for arriving at and leaving school**

We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. 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. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.

The Department for Education will be supporting schools across the summer on how best to communicate with parents and pupils (and staff) on what to expect on their return and the procedures and expectations in relation to the control measures schools have put in place.

#### **e. Other considerations**

Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators will plan to meet these needs, for example using social stories.

Specialists, therapists, clinicians and other support staff for pupils with SEND will provide interventions as usual. The school will consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.

Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because the prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very

frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources.

## **7. Where necessary, wear appropriate personal protective equipment (PPE)**

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used

## Response to any infection

### 8. Engage with the NHS Test and Trace process

The school will ensure they understand the NHS Test and Trace process and how to contact their local [Public Health England health protection team](#). The School will ensure that staff members and parents/carers understand that they will need to be ready and willing to:

- [book a test](#) if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- [self-isolate](#) if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus](#) website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

The school will ask parents/carers and staff to inform them immediately of the results of a test and follow this guidance.

1. If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
2. If someone tests positive, they should follow the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not



have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

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

The school will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). The school will contact the local health protection team. This team will also contact the school directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with the school in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, the school must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, the school will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups

This will be a proportionate recording process. The school does 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.

The School will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#). They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform the school immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)

The school will request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

In the majority of cases, the school and parents/carers will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, the school can take the decision to refuse the child if in their reasonable judgement it is necessary to protect the pupils and staff from possible infection with coronavirus (COVID-19). Any such decision will be carefully considered in light of all the circumstances and the current public health advice.



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

If the school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak and must continue to work with the local health protection team who will be able to advise if additional action is required.

In consultation with the local Director of Public Health, where an outbreak in school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

## **Section 2: School operations**

This section covers guidance on matters related to transport, attendance, workforce, safeguarding, catering and estates.

### **Transport**

Social distancing has significantly reduced available transport capacity. This guidance sets out a new framework for supporting transport to and from the school from the autumn term.

### **Dedicated school transport, including statutory provision**

Pupils on dedicated school services do not mix with the general public on those journeys and pupil groups will tend to be consistent under

return to school measures. Therefore wider transmission risks are likely to be lower.

From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day.

The approach to dedicated transport should align wherever possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important, wherever it is possible, that:

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

Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).

# Attendance

## Attendance expectations

In March, when the coronavirus (COVID-19) pandemic was increasing, we made clear no parent/carer would be penalised or sanctioned for their child's non-attendance at school.

Now the circumstances have changed, it is vital for all children to return to school to minimise, as far as possible, the longer-term impact of the pandemic on children's education, wellbeing and wider development.

Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- carer's parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age
- the school has a responsibility to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

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

All pupils must attend school. The school will bear in mind the potential concerns of pupils, parents/carers and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and

Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.

If parents of pupils with significant risk factors are concerned, the school will discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. The school will be clear with parents/carers that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).

## School workforce

The PHE and DHSC endorsed system of controls that have informed this document sets out the measures that the school leaders and all school staff should follow when planning for full return in September.

Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced, and shielding measures will be paused from 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. It is therefore appropriate for teachers and other school staff to return to their workplace setting.

Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate.

All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in section 5 of the 'prevention' section.

School leaders should explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to return to school.

If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.

## **Staff who are clinically vulnerable**

Clinically vulnerable staff can return to school in the autumn term. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.

This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

## **Staff who are pregnant**

Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in school. The Employer will conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW).

The Royal College of Obstetrics and Gynaecology (RCOG) has published [occupational health advice for employers and pregnant women](#). This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. The advice is that employers and pregnant women to follow this advice and to continue to monitor for future updates to it.

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

Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the [COVID-19: review of disparities in risks and outcomes report](#), which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence. These staff can return to school in the autumn term as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.

People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

## Employer health and safety and equalities duties

The school has a legal obligation to protect its employees, and others, including children, from harm and will continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to children and staff and help the school to meet their legal duties to protect employees and others from harm.

The Health and Safety Executive published guidance on [first aid](#) during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.

## Supporting staff

The management committee and school leaders will have regard to staff (including the headteacher) work-life balance and wellbeing. The school will ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.

All employers have a duty of care to their employees, and this extends to their mental health. The school already has mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the [extra mental health support for pupils and teachers](#) is available.

The [Education Support Partnership](#) provides a free helpline for school staff and targeted support for mental health and wellbeing.

## **Staff deployment**

The school may need to alter the way in which they deploy staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term. SLT will discuss and agree any changes to staff roles with individuals.

It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and the school may wish to draw on DfE's [workload reduction toolkit](#).

DfE has also published a range of resources, including [case studies to support remote education](#) and help address staff workload, this includes case studies on managing wellbeing.

## **Recruitment**

Recruitment of school staff will continue as usual.

## **Performance management and appraisal**

The school will ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at the school, such as where this has had an impact on the ability of the teacher to meet fully their objectives.

Appraisals and performance management for support staff should be carried out in accordance with the employee's contract of employment.



## Staff taking leave

It is recognised that school staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all pupils to return from the start of the autumn term. Many staff will take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at [coronavirus \(COVID-19\): how to self-isolate when you travel to the UK](#).

There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.

Where it is not possible to avoid a member of staff having to quarantine during term time, the school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.

## Other support

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 the school are using volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in part 3 of [keeping children safe in education](#). Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups will be kept to a minimum, and they will remain 2 metres from pupils and staff where possible.

# Safeguarding

The school will consider revising its child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. The school will have regard to the statutory safeguarding guidance, [keeping children safe in education](#).

Designated safeguarding leads (and deputies) will be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.

# Estates

The school will look to maximise the use of the site and any associated available space.

Prior to reopening for the autumn term, all the usual pre-term building checks will be undertaken to make the school safe.

Once the school is in operation, staff will ensure good ventilation and maximising this wherever possible, for example, opening windows and propping open doors, as long as they are not fire doors, where safe to do so (bearing in mind safeguarding in particular).

# School uniform

The management committee of the school will make decisions regarding school uniform.

Uniform can play a valuable role in contributing to the ethos of the school and setting an appropriate tone for learning to take place.

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.

The school will consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents/carers who may be experiencing financial pressures.

## **Section 3: Curriculum, behaviour and pastoral support**

### **Curriculum expectations**

This section sets out some key principles and expectations for curriculum planning in school.

#### **Education is not optional**

All pupils will receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

#### **The curriculum remains broad and ambitious**

All pupils will continue to be taught a wide range of subjects.

#### **Remote education**

Where needed, this will be high-quality and safe, and aligned as closely as possible with in-school provision.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021.

- 1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.*
- 2. Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.*
- 3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.*
- 4. Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.*

The school therefore expects to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

The school may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. The school will be able to show that this is in the best interests of these pupils and this will be subject to discussion with parents/carers during the autumn term.

Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and the school is expecting to start teaching this by at least the start of the summer term 2021.

## **Specific points for key stage 2 & 3**

For pupils in key stage 2, school leaders will prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum will remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

For pupils in key stage 3, the curriculum will also remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.

## **Specific points for key stages 4**

As with earlier key stages, it is likely that pupils in key stage 4 will need extra support to catch up on any content they have missed, but the school curriculum may be less flexible given the requirements of qualification specifications.

The majority of pupils in year 10 and 11 will continue to study their examination subjects. This will support them towards their preferred route to further study.

## **Music, dance and drama in school**

All pupils will have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more

enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.

Additional mitigations, such as extended social distancing, were previously required for singing, and playing of wind and brass instruments given concerns that these were potentially higher risk activities.

## **Minimising contact between individuals**

We will do everything possible to minimise contacts and mixing. The overarching objective will be to reduce the number of contacts between pupils/students and staff. This will be achieved through keeping groups separate (in bubbles) and through maintaining the social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. If staff need to move between classes and year groups, they will 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 will 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.

## **Physical activity in schools**

The school has the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.

Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. The school will only provide team sports on the list available at [return to recreational team sport framework](#).

Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.

Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities may also be used in line with government guidance for the use of, and travel to and from, those facilities.

The school will refer to the following guidance:

- [guidance on the phased return of sport and recreation](#) and guidance from [Sport England](#) for grassroots sport
- advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)
- guidance from Swim England on school swimming and water safety lessons available at [returning to pools guidance documents](#)
- [using changing rooms safely](#)

The school is able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. The school will consider carefully how such arrangements can operate within their wider protective measures.



# Behaviour expectations

The school will consider updating its behaviour policies with any new rules or policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents/carers, setting clear, reasonable and proportionate expectations of pupil behaviour.

The school will set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. The school will work with staff, pupils and parents/carers to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.

It is likely that adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. The school will work with those pupils who may struggle to re-engage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.



The disciplinary powers that the school currently has, including exclusion, remain in place. Permanent exclusion will only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations.

Any disciplinary exclusion of a pupil, even for short periods of time, will be consistent with the relevant legislation.

## **Pupil wellbeing and support**

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 some of our most vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school, others may have enjoyed being at home and be reluctant to return, a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.

The school will consider the provision of pastoral and extra-curricular activities to all pupils designed to:

- 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

The school will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. The school will also consider support needs of particular groups they are already

aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.

## **Assessment**

The school will continue to assess and report on pupil progress as it has done in the past

## **Annex A: Health and safety risk assessment**

### **Coronavirus (COVID-19) specific**

Everyone needs to assess and manage the risks from coronavirus (COVID-19). This means that the school employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). The school employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure.

The school has undertaken a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures.

## **Sharing the risk assessment**

The school will share the results of its risk assessment with the workforce.

## **Monitoring and review of risk controls**

The school will monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.