succeed
beliefs
sharing
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best
practice
Multi-Academy Trust
stronger
together
honesty
transparency
experience
We care passionately about our children
learn
integrity
opportunity
values
challenge
flourish
every
child
matters

TOOLKIT

WIDER REOPENING OF
SCHOOLS TOOLKIT

WESTCOUNTRY
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Introduction

We are living in extraordinary times. As the global transmission of COVID-19 has accelerated, its impact on our ways of living and working has been far-reaching, galvanizing a seismic national response, with the education sector at the forefront. By keeping schools open for the children of key workers, we have enabled the NHS, social care, food distribution and other critical services to continue functioning. Collectively we have opened up education online while school buildings are closed to the vast majority of pupils. The work of teachers, support staff and leaders across the Westcountry Schools Trust continues to be remarkable.

As we make the tentative approach towards a 'new normal', our sector must be proactive once again. The prospect of reopening schools brings a mixture of understandable anxiety and solution-focused optimism. School closure (for most pupils) was achieved in a very short space of time following the government's directive, announced on 18 March 2020. Reopening requires detailed consideration of multiple variables. On 10 May the Prime Minister announced the government's ambition for a phased return to schools for certain year groups starting on 01 June 2020.

This document has been developed to support leaders and school staff to plan for the next phase of educational provision. Our view is that the measures suggested in this document are incremental. Some of the suggestions made will make a very small difference, but in combination they may make a significant difference to the health, wellbeing and safety of the pupils and staff who work in our schools. We know that each individual school has its own unique characteristics and will need to find a small variety of bespoke solutions: these will need to be continually reviewed and adapted as national guidance evolves. All schools within WeST will need to work within government guidance, which is under continual review and will be updated as more evidence about the virus emerges.

The document provides prompts for thinking about the mitigation of risk and some practical materials that may be helpful in creating a safe environment and offering reassurance to the school community.

We have identified 5 key priority areas that leaders must focus on when planning for reopening:
1. Establishing a systematic process of partial reopening, including social distancing.
2. Investing in safety equipment and hygiene arrangements to limit the potential spread of COVID-19.
3. Maximising social distancing measures.
4. Continued enhanced protection for pupils and staff with underlying health conditions.
5. Enhancing mental health support for pupils and staff.

We are grateful to the following organisations who have contributed to a national pooling of experience, ideas and expertise: Star Academies, Academies Enterprise Trust, AHR, Ark Schools, Birmingham City Council, Blackburn with Darwen Borough Council, Blackpool Council, Cabot Learning Federation, City of Bradford Metropolitan District Council, Confederation of School Trusts, David Ross Education Trust, Delta Academies Trust Dixons Academies Trust, Furness Education Trust, Future Academies, Harris Federation, Inspiration Trust, Leeds Diocese Multi Academy Trust, Ormiston Academies Trust, and Outwood Grange Academies Trust.

Key Priority 1: Establishing a systematic process of partial reopening, including social distancing

Planning principles
Preparation for the reopening of schools is much more complex than planning for closure. Schools will not be reopening their doors for 'business as usual' but will be taking measured steps to balance the continuing need to protect communities from coronavirus while providing pupils with the high-quality education that they need and deserve. The actual date on which schools reopen is immaterial in planning terms. There is a national acknowledgement that leaders will require several weeks' notice to ensure that they have taken all necessary steps to reopen safely. A practical framework for planning reopening is necessary which can be revisited as schools' opening is scaled up or stepped down.

We believe that planning for reopening should be underpinned by the following key principles:
- The safety of pupils and staff is paramount: this includes their mental, emotional and physical wellbeing.
- We are living through a national crisis that is affecting people's daily lives in countless ways. We have to be supportive and compassionate towards our communities and colleagues in our response.
- Only by gaining the confidence of parents will schools be successful in attracting pupils to return.
- Education is precious. We must continue to provide pupils with high-quality learning.

Net capacity for school and individual spaces
The first considerations in any planning involve determining how many pupils can reasonably be accommodated at one time and how pupils should be prioritised for return.

This aspect of planning is made more difficult because of the variability of school buildings. Many leaders are working on determining the optimum numbers of pupils in classrooms and are considering the creative re-purposing of some spaces.

The maximum occupation possible in the first phase of reopening will be dependent upon individual school layout, site infrastructure and staff availability.

Organisation of learning
Schools across the world are taking different approaches towards social distancing, with different parameters defined nationally. Leaders are considering how these might be adopted in England. Social distancing in classrooms is defined by having 2 metres between pupils. As the purpose of social distancing is to avoid pupils from infecting each other, and of infecting school staff, these classes are typically being taught in 'home bases', in which they remain for as much of the day as possible, thus reducing the risk of cross-contamination. This model could work particularly well in English primary schools.

In secondary schools, a similar 'home base' approach may be helpful, with the teacher moving between classes, rather than classes moving between rooms. Where a 'home base' approach is not possible, leaders are considering, as a minimum, creating a 'bubble' around a suite of classrooms and restricting groups of pupils to this 'bubble' for their school day. Leaders should also consider how staff movement can be reduced, for example by assigning particular teachers and support staff to designated 'home bases' or zones.

If the school uses specialist teachers who are external to the school (such as from an arts or music service), they might consider using video lessons to retain the integrity of 'home bases' or zones. The government's social distancing measure continues to be 2 metres.

The DfE guidance recognises the difficulty in achieving social distancing in primary schools and advises leaders to plan for the 'minimising of contact'.

Organisation of teaching spaces and classrooms
Alongside considering net capacity, leaders will need to scrutinise spaces in detail and consider the impact of rearranging furniture. Forward-facing furniture may provide a better way of optimising space safely rather than horseshoe-style arrangements. A further advantage of having pupils facing in the same direction is that the risk of them breathing on each other is reduced. The use of floor markings to show where tables and chairs should be placed to enable social distancing is a helpful visual aid and acts as a guide. Replacing standard tables with smaller examination desks might achieve distancing more effectively in some circumstances. Where tables are used that are normally occupied by two pupils, markers could be placed to show where an individual occupant should sit to maintain social distance from a pupil at an adjacent table.

Classrooms should be well-ventilated. During good weather and depending on the school site, some classes might take place outdoors: this would need to involve careful consideration of the routes to be followed.

Class sizes
Given that, in many cases, classes will need to be reduced in size on return to school, correspondingly more staff will be needed on-site to teach them. Nationally, in some multi academy trusts, plans are being considered to use larger spaces for teaching so that more pupils can be accommodated at one time with less disruption to learning – particularly for GCSE and A level classes. In schools where large spaces are not readily available, plans are being developed for classes to be created of a maximum of 15 pupils who might be accommodated within a standard classroom. In some schools, leaders are planning to have lessons from specialists who cannot be in school delivered remotely to groups of pupils in school, under the supervision and support of other staff. Some are also considering whether a lesson taught in one room can be streamed into another room for a group that is supervised by a support assistant. This model could be helpful in schools where several groups are being taught the same subject simultaneously in small rooms. The teacher would alternate between groups so that all pupils could experience interactive specialist teaching.

The DfE guidance is that pupils should be taught in groups of 15 and that these groups should be consistently retained.

Availability of staff
The further complicating factor regarding numbers of pupils returning to school is the number of staff who might be ill or shielding. Leaders will need to put in place systems for schools to collect information sensitively from staff to enable them to gauge the proportion of teaching and support staff for whom return to the school site may be unlikely: typically this figure is around 10-15%. All schools will need to complete an audit of staff availability and keep this under continual review

using a centrally provided common format and keep this under continual review. Shared access with the HR Team will support collation of Trust-wide data.

Prioritising year groups

The government expects children to be able to return to early years settings, and for Reception, Year 1 and Year 6 to be back in school in smaller sizes, from the 01 June at the earliest. The government's ambition is for all primary school children to return to school before the summer for a month if feasible, though this will be kept under review. Secondary schools and further education colleges will be asked to offer some face to face contact with Year 10 and 12 pupils who have key exams next year, in support of their continued remote home learning.

The school day

Leaders will need to consider the different ways in which the school day can be organised and the relative merits of each. Half-day sessions have the attraction of bringing in pupils who may initially need a short reintroduction to school; however, short sessions may be problematic for parents who are trying to manage their own work patterns. School transport is a further factor requiring consideration. Health advice is that groups of pupils should not attend for half days on a rota basis (such as where one group attends in the morning and another group in the afternoon) because of the danger of cross-infection.

A staggered school day has the advantage of lessening pressure at entrance and exit points and reducing the numbers of people sharing space during transitions. Schools that already have split break times and lunch times have an organisational model that accommodates lessons starting and finishing at different points for different groups.

Staggering could also mitigate the problem of parents gathering in non-distanced groups at the school gate. In the case of siblings, parents could be advised to drop off all of their children at the time designated for the sibling who has been asked to arrive the earliest (as this is likely to be the least congested time). For picking up siblings, parents could be advised to collect all children at the time when the child who is dismissed last finishes their school day (avoiding disruption to lessons and reducing congestion). Where parents accompany their children to school, problems with social distancing can be pre-empted through signage and modelling/reminders from staff on duty.

Whatever model is followed for the reopening of schools, leaders will need to have clear data to establish which pupils and staff are expected on site at any given time.

Managing and monitoring pupil attendance

Schools will need to consider how attendance will be monitored, particularly if different groups of pupils invited to school at different times. Some leaders may use paper registers with additional capacity within the school administration team to input the data into the school's information management system for reporting purposes. A specific register for vulnerable pupils should be maintained so that their attendance to school is both recorded and encouraged. Furthermore, schools should be aware of the most up-to-date guidance from the government on recording absence due to COVID-19 symptoms, partial closure of the school and parental refusal to send their child to school.

There was widespread agreement amongst our Headteachers that there should be some leniency, in the initial stage of a phased return to school, with regard to approaches to absence among pupils.

Government guidance has confirmed parents will not be fined for non-attendance at this time, and schools and colleges will not be held to account for attendance levels. Schools and colleges should continue to inform social workers where children with a social worker do not attend.

Break and lunch times
Transition points can be reduced by the use of 'home bases'. Pupils' break times will need careful management and supervision because random movement and social distancing are incompatible. The number of pupils on playgrounds and in social spaces will need to be limited to make social distancing feasible. Where possible, pupils should only interact with peers and staff from their 'home base' or zoned area. Some leaders are considering introducing structured exercise during break, particularly if PE lessons may not be possible in the usual way. Suggestions include outdoor keep fit, with pupils maintaining social distancing while following the movements of a leader. Non-contact relay racing is being practised at some Danish schools.

School lunch times typically involve queues. If a queuing system is still in place when school reopens, a staggered approach, combined with floor markings, may be helpful. Alternative strategies include having extra serving points or serving pupils with their food in the dining room instead of having them queue for meals. Some leaders could consider using additional spaces in the school for dining, or – weather permitting – having lunches eaten outdoors. Grab bags could be provided as an alternative to hot meals and delivered to classrooms if necessary. There may be a need to significantly reduce the number of menu options to enable speedier service. Staff who are not supervising in dining areas could be encouraged to eat in classrooms or offices to avoid congestion. Catering staff will need to maintain social distance from their colleagues as well as from pupils: this is an important factor when considering menu plans and serving arrangements.

Steps will also need to be taken to avoid congestion at toilets during break and lunch times. This point is discussed further in Priority Area 3.

Curriculum organisation
Some leaders are considering providing a very basic curriculum on the first day, or few days, while pupils settle back into the routine of school, after which they will develop a fuller offer.

In Primary schools reading will have a high priority in many schools as a focus for gap-closing. Care needs to be taken over sharing reading books as coronavirus can survive on paper for at least 24 hours. It will not be possible for most school libraries to operate in their usual way. Practical ways of keeping library books in use include having a box of books delivered to a classroom for pupils. Books could be read by individual pupils and returned to the box. This could then be returned to the library and not be used by another group for several days, mitigating the risk of contamination from sharing resources. The possibility of cross-contamination from paper can also be reduced if pupils keep hold of their own materials – peer assessment in class and the handing in of paper-based materials for marking by the teacher may need to be reduced. Self-assessment and online assessment, depending on the nature of work and age of pupils, may reduce opportunities for infection transmission. The volume of books and equipment that pupils

carry to and from school should be reduced where possible, to further reduce the possibility of contamination. Pupils should not sit on the floor as this could increase the risk of contamination if someone has the virus on their shoes.

In secondary schools, decisions about which groups should be invited to return and which subjects will be taught in school are complex. Leaders should be mindful of ensuring that pupils in school have just as rich a curriculum as those learning at home and vice versa.

Some schools nationally are planning to focus on the English Baccalaureate subjects. Technical subjects and practical science are seen as problematic because of the difficulty of equipment sharing if social distancing is to be maintained. There may also be some difficulties in subjects where there are a limited number of specialist teachers, such as in modern languages, particularly if these teachers were absent. There may be a need for PSHE to have a strong focus in the curriculum.

School trips, sports fixtures and work experience will not take place for the foreseeable future whilst social distancing remains a consideration.

Distance learning
When looking at the curriculum offer for groups, leaders are considering what the 'diet' will be for different pupil groups. Some teachers may be continuing to provide distance learning for pupils who are continuing to learn at home. As more pupils return to school, the availability of teachers to prepare and deliver distance learning will reduce. Where schools cannot maintain distance learning, other high-quality resources are available. The Oak National Academy provides well-sequenced lessons across a range of subjects for primary and secondary pupils, delivered by excellent teachers. Schools have also been involved in the creation of the BBC Bitesize Daily programmes, which also broadcasts challenging lessons matched to schools' curricula. Both of these providers have received highly positive feedback and are scheduled to continue to the end of summer term.

Staff workspaces
Planning for phased return includes the review of the school's office spaces so that social distancing can be maintained for adults as well as for pupils. This may involve reconfiguration of furniture and consideration of cleaning arrangements. Visual aids, to indicate a 2m distance, may need to be in place in reception areas to keep staff safe when they are speaking to visitors.

Hot-desking arrangements should be stopped. Staff rooms/staff work bases should be measured and calculations made, in the same way as for classrooms, to determine how many people can be accommodated safely at one time. Leaders might consider placing notices on doors to each room, advising the limit on the number of people occupying the space at one time.

Depending on risk assessments it may not be possible to keep staffrooms open at this point.

Staff should use their own crockery and ensure that they are thoroughly washed.

Maintaining distance may involve some staff working from home, where this is practicable. Home-working arrangements may be essential where staff are well, but necessarily self-isolating. Leaders

recognise the importance of keeping in regular contact with these staff to ensure their wellbeing and to keep workloads under review.

The working conditions of all staff should be considered within the risk assessment process.

Managing the school life cycle
In addition to planning for reopening, schools have their 'usual' management calendars that keep the wheels turning in matters such as admission and transition. Continuity rests on keeping these processes 'live' by remote means, so revisiting intended tasks and deciding on what can be jettisoned, what can be cancelled, and what must continue with adaptations, is a necessary and regular aspect of planning. Induction days are unlikely to be possible. The use of 'virtual tours' for pupils and parents making the transition to a new school is helpful, along with arranged virtual meetings for pupils with their new class teachers/form tutors. Meetings with parents may need to be held online rather than in person.

Governance and policy
Some school policies – including behaviour, attendance, medical care, health and safety - may need to be revised in the light of a phased return. Processes for fire evacuation may need to be reconsidered. Leaders will need to consider whether social distancing is manageable at fire assembly points. However, in the event of a fire, travel to the fire assembly point will have to disregard social distancing to ensure the safety of pupils and staff from a potential fire.

The school's business continuity plan should be kept under review so that there is clarity over responsibility for actions whenever lockdown measures are lifted or reapplied.

Effective governance is crucial. Within the framework set out by government, the trust board will determine our schools' reopening plans, so this should be collaboratively developed with leaders and local governing bodies.

Not only must trustees/governors be assured that the schools' plans enable pupils and staff to stay safe, they will also act as critical friends to test out leaders' thinking. Well-informed trustees/governors who live in the community served by the school will be able to help allay parents' worries by talking to them about leaders' plans.

In the event that there is an outbreak of infection in the school, leaders will need to take the decision, informed by the local Public Health England, as to whether the school remains safe. If it is safe, only the group affected will go into isolation in the first instance. If it is unsafe, it must close. Leaders should consult with governors on any such decision.

Communication strategy
Reviewing and amending the school's communication strategy will ensure that nobody misses key messages, irrespective of whether they are on site or off site. Leaders have utilised different forms of technology during lockdown and kept staff, parents and pupils abreast of developments. Text messaging is widely used and found by many leaders to be effective. The school website should be kept 'live' so that parents can access updated information.

Communications will need to be clear so that everyone knows who is on site at any time and what routines have been put in place.

Leaders should consult with professional associations regarding plans for school reopening and maintain dialogue with them throughout the phases of reopening. Leaders will need to understand staff concerns and take steps to assess and mitigate risks identified by staff in order to keep the school safe.

Communication with the local authority, Regional Schools Commissioner (RSC) and other key partners will also be significant to ensure that phased opening fits with their civil contingency arrangements.

Induction – existing staff, newly appointed staff, pupils
Induction will be essential in the process of phased reopening. Staff, pupils and parents need to be reassured that every aspect of the school's operation has been considered and risks mitigated.

Staff will need to be inducted to the new arrangements one or two days prior to the school's partial reopening. This could be done by bringing staff in to school a day before pupils' return. Alternatively, it could be carried out through an online briefing prior to the school starting. An induction briefing document will be required, specific to each school, which summarises key procedures: it will not be enough for staff to rely on their usual handbook for guidance.

New staff joining the school during phased reopening will require bespoke induction. This could be undertaken online or by inviting staff into school but ensuring compliance with social distancing measures. There may also be an opportunity to carry out further induction when schools reopen. Schools need to put in place plans for all eventualities. Schools should decide which works best for them and make the necessary arrangements.

Pupils will need to be briefed regularly, ideally before they return to school and then on a daily basis, so that they hear the key messages repeatedly. Like the staff, they will need the reassurance of clearly defined processes, so that they know what is expected and can feel comfortable in school.

The messages provided on induction for staff and pupils will need to be regularly and systematically revisited.

Free school meals
Pupils who are eligible for free school meals must receive their entitlement every day, irrespective of whether they are in school or at home. Ensuring that this happens will require good daily communication between the kitchen and the office so that parents continue to receive vouchers or free meals for the days that their children are at home.

Schools also should continue to support families suffering from food poverty.

Risk assessment/Action Plan
A comprehensive risk assessment/action plan is required with mitigation measures. This should be shared with the governing body and executive team. The risk assessment/action plan should be reviewed at the end of the first week of phased return and amended as necessary.   Please see Appendix 1.

Staff contracts
Some staff contracts may need to be varied for phased reopening. There may need to be increased hours for cleaning and catering staff.

Suppliers
Leaders will need to review their lists of suppliers to identify where new arrangements may need to be made (e.g. extra buses, catering).

Safeguarding
Safeguarding has been of paramount importance through lockdown. Leaders should anticipate an increased number of disclosures and referrals as schools reopen to more pupils and plan for this additional pressure. The possibility of Designated Safeguarding Leads (DSL) being absent should also be considered and planned for.

Transport
Public bus schedules may have changed during recent weeks. If a staggered start/end to the school day is going to be put in place, parents will need to know arrangements well in advance to ensure that bus journeys can be planned. Arrangements will need to be made with school bus companies if timings of the school day are changed: this may involve coordination with other schools. Some leaders are planning discussions with bus companies to gain reassurance about their procedures for disinfection and hygiene maintenance. Some are also considering whether social distancing can be enabled on buses by having single occupancy on double seats. During phased return, with fewer pupils attending school, this may be a feasible measure.

If parents bring their children to school by car, they should avoid car-sharing with other families. Staff should also avoid car-sharing.

Wearing of a face covering has been recommended on public transport. Irrespective of whether this is mandatory, it could be considered among the repertoire of measures to help prevent the spread of coronavirus. Wearing of a face covering on the bus would be a matter of pupils' cooperation and their understanding of the need for people to protect each other. This should also be considered when pupils travel to school in contracted taxis.

The DfE does not recommend masks or face coverings in school settings, except where staff are providing intimate care or some medical care. The government's position is that masks or face coverings should be worn on public transport and in narrow spaces where social distancing is not possible.

Recommendations
- Develop a bespoke plan for phased reopening that takes into account:
    - Availability of space to accommodate pupils and adults
    - Arrangement of furniture within spaces to maintain social distance
    - Staffing requirements and availability of staff on site
    - Phased return of pupils: who will be on site and when, and how will they be organised in classes/'home bases'?

- o The scaling up of pupil numbers (if the school opens with fewer pupils than can be accommodated within social distancing stipulations)
- o Movement around the school
- o The arrangement of the school day
- Develop a bespoke comprehensive risk assessment that identifies the possible risks associated with school reopening and provides mitigating measures.
- Review the curriculum offer for pupils attending school and, if necessary, re-timetable. (The curriculum offer may include a blend of onsite learning and distance learning).
- Share the school's reopening plan and comprehensive risk assessment with the governing body, professional associations and staff.
- Share the school's reopening plan with parents once agreed with the Executive Team.
- Translate the school's reopening plan into a meaningful format for pupils (such as personalised timetable where required).
- Revisit the school's management calendar: decide which activities can be deleted, which can be postponed, and which must go ahead, with adaptations.
- Review policies and procedures that may need amendment in the light of phased reopening.
- Review and communicate local travel and school transport arrangements, including advice on the wearing of masks/face coverings.
- Ensure that arrangements are in place for the continued provision of school meals to all eligible pupils.
- Review the school list of suppliers and make necessary arrangements.
- Review staff contracts – especially with regard to cleaning and catering. Arrange to vary contracts, as necessary.
- Review safeguarding arrangements, check that there are sufficient trained staff available, and ensure that staff and pupils are clear about any changes of DSL/safeguarding staff.
- Assess the feasibility of summer school provision for disadvantaged pupils, Year 6 pupils making the transition to Year 7 and for pupils joining reception classes.

Key Priority 2: Investing in safety equipment and hygiene arrangements to limit the spread of COVID-19

Clear access
Leaders should discourage non-essential visitors. Where visitors are on site for essential business, they should go through a proper screening check. This might include using hand sanitiser and being informed about the school's procedures. Some leaders may choose to provide written guidance to visitors about the school's arrangements for admission to the site and required action while on site. This guidance can also be displayed on screens, or on notices in reception areas.

Handwashing
Handwashing messages have featured strongly through the government's public health announcements and leaders agree that hygiene arrangements must be of the highest order when schools reopen. No assumptions can be made as to whether pupils have maintained scrupulous handwashing during lockdown – and the return to school will lead to them being exposed to people beyond their immediate families for the first time in several weeks. Leaders' plans for maintaining hygiene should be plain and simple, re-enforced with posters and videos making the process clear. Leaders might plan a schedule of times when handwashing must be

undertaken – including when entering the school, break time, before and after eating, after using the toilet and on exiting the school. Young children may need reminding how to wash their hands, such as by timing the activity to two choruses of 'Happy Birthday'. Some schools have installed additional handwashing facilities and others have made arrangements for all pupils to use sanitising liquid on entering and leaving the school. Thought should also be given to handwashing at regular intervals during the day. Regular checks of toilet facilities will be needed.

Posters and digital screens can be used in many schools to promote handwashing and other aspects of health awareness.

Masks and face coverings
The Prime Minister has expressed his support for face-coverings as part of the strategy for opening up the country. As a result, every school may wish to prepare some guidance for parents on how they can make masks. Using cloth face coverings to help slow the spread of COVID19.

The DfE does not recommend masks or face coverings in school settings, with the exception of staff who are providing intimate care, or some medical care. The government's broader position is that masks or face coverings should be worn on public transport and in narrow spaces where social distancing is not possible.

If staff or pupils wish to wear a face covering, then they should be permitted to do so.

Personal Protective Equipment (PPE)
While PPE is not required for all staff, for some staff working with pupils with some forms of special educational needs, and for staff providing care for some early years pupils, PPE may be required. This could include aprons, gloves, face masks and eye protection. Catering staff and cleaners will also need their normal day-to-day PPE. Schools will need to risk-assess which staff require PPE and check that they have sufficient supplies. Leaders will need to liaise with the Estates Director on this matter.

Single-use PPE such as plastic aprons, plastic gloves and disposal masks should be placed in a disposal bag on removal. The bag should be tied and placed in a second bag, which should also be tied. Where possible, schools should establish separate bins for PPE disposal in medical rooms; kitchens; early years area; any areas where pupils with SEND are taught /cared for (if their needs are such that PPE is required); site supervisors'/cleaners' base rooms and any other rooms where PPE is used. All bins should be emptied regularly.

Confirmed or suspected COVID-19
All schools will need a clear policy and plan to follow in the event that someone develops symptoms of coronavirus. Guidance can be found at:
https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protectivemeasures-in-education-and-childcare-settings/coronavirus-covid-19-implementingprotective-measures-in-education-and-childcare-settings

Schools should also have a policy that reflects national guidance on what steps should be taken when a staff member or pupil is tested positive for COVID-19. Staff and parents should be informed of the policy and their role in its implementation.

Testing, tracking and tracing

The government's multi-intervention strategy to reduce the spread of COVID-19 is developing quickly. Over the last few weeks, positive progress has been made to enable widespread testing for COVID-19. Testing involves taking swabs from the back of the throat. Testing is available for key workers – including all school staff – who develop symptoms. Access to a test is through an online referral process, which can be completed by the person themselves or their employer. Key workers' families are also eligible for testing if they develop symptoms.

Tests can be carried out at local centres or by using home testing kits. In the case of home testing, couriers take the swabs to local laboratories for analysis and results are received within around 72 hours.

Leaders should make staff aware of the referral process and where testing centres are located.

This information can be found at www.gov.uk/guidance/coronavirus-covid-19-getting-tested

Some leaders are working closely with local health providers on the provision of support for staff who have shown symptoms and been tested. These people may have anxieties about their health irrespective of the test result.

Tracking is being used in order to understand how coronavirus spreads through communities and to develop accurate antibody testing. A significant national sample of people who have tested positively for coronavirus will be tracked by health workers on a weekly basis for five weeks, and thereafter on a monthly basis for a year. They will provide swabs, analysis of which will help scientists to understand how much immunity is acquired by people recovering from the disease.

Contact tracing is being developed by the NHS digital research division (NHSX) who have designed a smartphone app that will alert people if they have been exposed to coronavirus. This form of tracing will enable app users to recognise when they have been exposed to coronavirus and take appropriate action. Initially, app users will enter data if they develop symptoms of COVID-19. An alert will then be sent to other app users who have been in recent close proximity to them (defined as less than two metres for more than three minutes). In the next phase of development, the app will be able to notify users if they need to self-isolate, where people with whom they have had close contact have been tested positive for coronavirus. The success of the app will be proportionate to the number of people who download and use it. Leaders should encourage staff and parents to download and use this app. Pupils will also need to be taught to use the app: this may mean a relaxation of some schools' policies on mobile phone access in school.

Keeping groups of pupils together in a 'home base' approach limits the number of contacts that a pupil will have with others during the school day.

For updated information on the government's protective measures for schools, follow this link: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protectivemeasures-in-education-and-childcare-settings

Uniform

In response to concerns that some items of uniform may be difficult for parents to wash daily, pupils will not be expected to wear uniform to school until further notice. Staff dress-code should

also be relaxed and staff should not wear items of clothing which cannot be easily washed, for example blazers and ties.

Maintaining supplies

Prior to lockdown, schools were experiencing difficulties in procuring sanitising solution and dispensers. The gradual reopening of schools will require stock taking and procurement of soap, paper towels, gloves, aprons, face masks and eye protectors, sanitiser and general cleaning materials. For further advice please contact the Estates Team.

Hygiene routines

The coronavirus can persist on surfaces – especially, but not solely hard surfaces – for 72 hours or longer. The cleaning of touchpoints such as door handles, switches, keyboards and table tops will need to be rigorous and may require investment in additional staff and cleaning materials. Cleaning staff and canteen staff should be provided with gloves, masks and aprons.

One of the benefits of a 'home base' approach for a specified group of pupils is that a limited number of people will use the space. It should be cleaned thoroughly before a new group of pupils uses it. All spaces that have been used should be disinfected as many times a day as possible each day. Additional cleaning staff hours may be needed, and cleaners will need to be trained on hygiene rotas and requirements.

Hygiene rotas will need to be detailed and made available to all staff. Considering the implications of re-purposing spaces (halls as classrooms, classrooms as eating spaces) will require co-ordination with the staff who maintain hygiene.

The monitoring of hygiene arrangements is even more important during the pandemic and is an important consideration within leaders' planning of daily routines.

Shower cubicles

The use of showers by pupils/staff following PE lessons (if schools plan to offer PE in the short-term) could present a risk of contamination and should therefore be avoided. The virus could be transferred by touching surfaces in the shower cubicle and, in most schools, it would be very difficult to disinfect shower cubicles thoroughly between each individual use.

Pupils should be encouraged to shower and change their clothes as soon as they get home from school. Where possible, they should also wear clean clothes each day.

There may be times when individuals need to use school showers. In this case, the shower should be thoroughly disinfected before and after use. Individuals should use their own towels and put them into bags immediately after use.

Early Years

The welfare requirements in early years are paramount. Excellent hygiene routines are always the first measure to control infection spread. Consideration should also be given to removing soft toys and advising parents that children must not bring in toys from home.

First aid

First aiders will need to have masks, gloves and aprons available in the event that they are required to help someone in school. First aid certification has been extended for three months for anyone who has been unable to renew their qualification since 16th March. (This applies to First Aid at Work and Emergency First Aid at Work. Anyone who needs to extend their qualification should visit the HSE website https://www.hse.gov.uk). Additionally, online first aid training can be accessed from various providers – although this does not cover paediatric first aid.

Maintaining physical good health

Leaders have a crucial role to play in ensuring that pupils take good care of their health generally, and that parents are not frightened away from accessing services that they might need. There is concern that children are not seeing a doctor – or being taken to hospital – when they need treatment for illnesses other than COVID-19. Within planning for reopening, leaders should consider how best to disseminate information about the importance of vaccination.

The World Health Organisation (WHO) is particularly concerned about the impact that lack of exercise has on individuals' health. Leaders are considering how they can build exercise into the school day, including through having brief exercise in classrooms during the day, in addition to exercise at break times and during (non-contact) PE lessons.

Recommendations
- Undertake a risk assessment of the school estate to ensure clarity of planning for safe reopening with regard to health and hygiene. Guidance on estates and facilities management is included as a supplementary document - as an example.
- Ensure that there are sufficient supplies of sanitiser, soap, towels, cleaning materials, in school to enable a safe return.
- Develop briefings for all staff on health and hygiene arrangements. Ensure that people delivering briefings to different groups have the same shared messages. (Developing a visual presentation may help to accompany written instructions.) Check that any staff who are absent for the school briefing receive the same information: consistency is key.
- Develop simple briefings for all pupils on the importance of hygiene within their school day. Reinforce regularly. Send information about school routines home to parents.
- Have clear systems for monitoring the implementation of hygiene rules, including checking with pupils that they know them and are following them.
- Consider reinforcing general health messages to parents, including advice on vitamin D supplements.

The Public Health England website provides a range of advice and guidance about COVID-19 for the public, health professionals and other care settings:
https://www.gov.uk/government/organisations/public-health-england
The PDF file 'COVID-19: infection prevention and control guidance' contains guidance on organisational preparedness for preventing and controlling COVID-19, some of which applies to schools. It provides guidance on the safe use of PPE.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/881489/COVID-19_Infection_prevention_and_control_guidance_complete.pdf

Key Priority 3: Maximising social distancing measures

Pupil behaviour
Social distancing is one measure to reduce the risk of coronavirus spreading. Clearly, it will only be effective if rigorous hygiene routines are followed too. The difficulty of practising social distancing in schools is considerable: leaders are considering how it can be accomplished practically and realistically, when thinking about the daily life of staff and pupils on the school premises.

Strategic planning for social distancing (within Priority Area 1) will require practical management day in day out, making school seem very different for pupils as they return.

Pupils will have mixed emotions on returning to school and those who are anxious, or have difficulty with self-management, will need monitoring and support (see Priority Area 5). Leaders are considering different strategies to acclimatise pupils for return, including planning for online tutorials on the 'new normal'.

A suite of lesson plans and resources to help pupils understand coronavirus, how it spreads and how it affects the body, can be found at https://campaignresources.phe.gov.uk/schools The lessons, which have been prepared for pupils in key stages 1,2 and 3, have been designed in such a way that they could support home learning or teaching in school.

Leaders have identified numerous obstacles to social distancing and are finding strategies to overcome them, recognising that in the end this will be down to individuals' ability and maturity to self-manage. Anticipating human behaviour is key – as a society, we are used to hugging people we have not seen for a while, shaking hands, giving high fives – and the inclination will be to do this again. Letting pupils know that rules about physical contact are fundamentally about keeping safe, not about being 'strict', will be key to them understanding that social distancing is about taking responsibility for each other. Leaders will need to find ways of reinforcing this message prior to the return to school as part of distance learning. Taking pupils through a 'socially distanced day' may help. For pupils who have autistic spectrum disorder, knowing clearly in advance what to expect in their school routine may be reassuring.

Positive, planned, structured induction is essential for the whole school community. In some schools this could be done through an online assembly, or through a presentation that is delivered by class teachers/ form tutors. Age-appropriateness of approach is key in trying to strike a balance, so as to convince pupils that this is an important issue and not creating a culture of alarm. For young pupils, some leaders may plan to use stories and games to reinforce social distancing.

Staff need to recognise that pupils will need reminding during the day. It is important to get the balance right by agreeing with staff on how reminders should be given so as to gain compliance without becoming Draconian (some pupils may forget the 'rules' that are not yet embedded in their routines; a few may deliberately break them). Good pastoral support systems in which staff know pupils well will be key to encouraging social distancing. It is essential that parents know the rules and expectations too so that they can remind their children about behaving safely. Leaders

should use a range of techniques to keep in touch with parents and are planning to communicate their expectations before the phased return begins.

Rotas

Duty rotas will be essential. This is to ensure that there are sufficient staff available at the start and end of the day, as well as at breaks, lunch times and any transition times to supervise pupil movement. Rotas will need to be published to all staff and leaders will need to monitor their implementation.

Entrance and exit points

Leaders should consider different strategies to reduce the number of pupils entering and leaving the building at one time. Staggered starts and ends to the day provide one solution. Some schools nationally are creating 'blocks' of pupils who are assigned to particular entry points, arriving at school at 15-minute intervals to reduce congestion. (Numbers will of course vary according to the size of the school population and the feasibility of having multiple entrance points.) To support parents, these arrangements could be made in such a way that siblings enter in the same block, thus enabling parents to leave the site area promptly.

Classrooms and teaching spaces

Keeping rooms free of clutter will help for classroom reconfiguration. In order to maintain social distancing, schools could use floor markings to help with the positioning of furniture. Leaders could also consider how teaching and learning may need to be restructured; for example, group activities will need to be rethought as pupils will not be sitting closely together. Tape will be placed to demarcate the teacher's space from that of pupils. Classrooms should be kept well-ventilated. Some leaders are considering wedging doors open during the day or changing the ways in which doors can be opened, to reduce the possibility of contamination that arises from numerous people touching door handles. Regulations around fire doors should still be observed and should only be varied with approval of the local fire service.

Movement in corridors

Pupils may need to practise forming socially distanced lines so that they understand the parameters for movement. In some schools, pupils will practise lining up to observe social distancing so that they get a physical sense of the measurement (this can be achieved by having tape on the floor indicating 2 metre spaces). Supervision and positive reinforcement will be required on corridors at transition points. Staffing arrangements for supervision will need to be made in such a way that enables staff to keep a safe distance from pupils. Schools occupy very different types of building and leaders will need to work on bespoke solutions for pupil movement: every school needs its own plan.

Break times

Break times are likely to be the most difficult to supervise with regard to social distancing. It is important for pupils' physical and mental health to have some relaxation and, where possible, fresh air. Where outdoor space is available, leaders should consider how it could be zoned for different groups, or breaks could be staggered. Physical exercise routines could be provided to help pupils relax and enjoy themselves.

Lunch times
Leaders will need to plan to avoid queues forming. These could involve multiple serving points or pupils being served at tables in dining areas. There may need to be a more limited menu choice, with the provision of grab bags as an alternative to a hot meal. There could be a mixed rota of in-class/canteen eating for pupils over the course of the week and some pupils may eat outside. Alternatively, food could be delivered to pupils in their 'home bases' or zones. Decisions about who eats where will need to be taken by the staff rather than by the pupils. Staff will need to eat their food separately to avoid congestion and could perhaps be provided with packed meals from the school canteen. Leaders are working with their caterers to ensure that meals meet good nutritional standards and that communication about pupils' food allergies remains strong.

Toilets
Toilet facilities are very varied according to the age and condition of school buildings. Leaders could consider allowing pupils to have access to toilets at all times during the day to prevent queues developing at social times. Alternatively, the staggering of break times can avoid queueing for toilets. Leaders could plan to assign particular toilets to classes/groups of pupils to restrict the need for them to move far from their bases. Increased pupil numbers may require designated cleaners to be on duty to maintain high standards of cleanliness.

Medical rooms
Anyone developing symptoms of coronavirus during the school day should leave the premises as soon as possible. This may mean waiting for an adult to arrive to collect their child. If possible, leaders should designate an additional room for isolation if children or staff become symptomatic during the day. Ideally, rooms will need access to toilet and washing facilities.

Transport
Social distancing may be more difficult on buses and there is less opportunity to supervise, and consequently more onus on pupils to take responsibility for their own safety. Leaders are devising plans to deliver key messages about public/school transport that will encourage safe behaviour when travelling. Schools should consider whether social distancing can be enabled on buses by having single occupancy on double seats.

Recommendations
- Ensure that pupils are taught why social distancing is necessary, and what their responsibilities are towards themselves and each other.
- Consider having multiple entry/exit points to school, designated by use for different groups of pupils, at different times.
- Decide on arrangements for lunch time – which pupils and staff will eat in which locations, how food will be served and the implications for cleaning areas where food has been consumed.
- Take reasonable measures to maintain social distance in classrooms, on corridors and at break and lunch times.
- Develop and publish detailed rotas so that all entry, exit, transition and social times are well-supervised.

- Consider how break time and lunch time arrangements can best be managed to enable social distancing.
- Consider how toilets will be managed to avoid bottlenecks forming and to maintain hygiene.
- Consider advising pupils on wearing masks when using public transport.

The website https://www.gov.uk/coronavirus provides up to date information.

Key Priority 4: Continuing enhanced protection for children and staff with underlying health conditions

There is mixed evidence as to whether children transmit coronavirus and the impact it can have on children if they catch it.

It is imperative that leaders follow the advice from government and Public Health England with regard to the protection of vulnerable people.

The government is currently strongly advising clinically extremely vulnerable people to shield until the end of June and is keeping this advice under review. The guidance states that shielding is for people's personal protection; it is a matter of personal choice whether to follow the measures that are advised.

The current government guidance states that the groups of people listed below are clinically extremely vulnerable. Disease severity, history or treatment levels will also affect who is in the group.
1. Solid organ transplant recipients.
2. People with specific cancers:
   - People with cancer who are undergoing active chemotherapy
   - People with lung cancer who are undergoing radical radiotherapy
   - People with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment
   - People having immunotherapy or other continuing antibody treatments for cancer
   - People having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors
   - People who have had bone marrow or stem cell transplants in the last six months, or who are still taking immunosuppression drugs
3. People with severe respiratory conditions including all cystic fibrosis, severe asthma and severe chronic obstructive pulmonary disease (COPD).
4. People with rare diseases and inborn errors of metabolism that significantly increase the risk of infections (such as Severe Combined Immuno-Deficiency (SCID), homozygous sickle cell).
5. People on immuno-suppression therapies sufficient to significantly increase risk of infection.
6. Women who are pregnant with significant heart disease, congenital or acquired.

Staff and children who are extremely vulnerable should not attend school. People who fall within these groups will have been contacted to tell them they are clinically extremely vulnerable.

In addition, further groups of clinically vulnerable are identified as anyone:
1. Aged 70 or older (regardless of medical conditions).
2. Under 70 with an underlying health condition listed below:

- Anyone instructed to get a flu jab as an adult each year on medical grounds
- Chronic (long-term) mild to moderate respiratory diseases, such as asthma, chronic obstructive pulmonary disease (COPD), emphysema or bronchitis
- Chronic heart disease, such as heart failure
- Chronic kidney disease x Chronic liver disease, such as hepatitis
- Chronic neurological conditions, such as Parkinson's disease, motor neurone disease, multiple sclerosis (MS), or cerebral palsy
- Diabetes
- A weakened immune system as the result of conditions such as HIV and AIDS, or medicines such as steroid tablets
- Being seriously overweight (a body mass index (BMI) of 40 or above)
- Pregnant women

The guidance states that clinically vulnerable people are at higher risk of severe illness from coronavirus and should 'take particular care to minimise contact with others outside your household'. Clinically vulnerable staff and pupils should seek medical advice as to whether they should go to school. If they are advised to go to school, they should do so. If staff are advised by medical practitioners to stay at home, then leaders should make arrangements for them to work from home. Similarly, pupils who receive medical advice to remain at home should be provided with appropriate work.

The Government's updated guidance can be found here:
https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protectivemeasures-in-education-and-childcare-settings

Leaders should look for ways in which they can deploy extremely vulnerable and vulnerable staff who are fit for work but should remain at home. This might involve tasks such as preparing and delivering materials or lessons as part of the school's distance learning arrangements, providing pastoral support to children who are at home or completing administrative work that can be done remotely.

Leaders should also take steps to ascertain which of their pupils and staff are clinically extremely vulnerable or vulnerable.

Clinically extremely vulnerable children are likely to be absent from school for a very long time. Leaders recognise that distance learning, while having merits, is not a suitable replacement for school in the long term. They will explore solutions with trust central teams and local authority services on how provision might be made for these children.

Where children are identified as clinically vulnerable, the decision about their fitness to return to school cannot be taken by school leaders and should be made by parents on medical advice.

Where a pupil or staff member lives with an extremely clinically vulnerable person, and where they are unable to exercise stringent social distancing, they should stay at home.

Where a pupil or staff member lives with someone who is clinically vulnerable, they should still go to school.

Leaders will need to be sensitive in considering the home circumstances of employees and pupils. Risk assessments will be needed for staff who live in households that include extremely vulnerable or vulnerable people, and measures put in place to support them.

Leaders will need to discuss with parents the steps that are being taken to mitigate the risk of infection for children who share homes with adults whose health is a concern. It is likely that schools in disadvantaged areas will have a higher proportion of children living in households where adults fall into the extremely vulnerable and vulnerable groups. Scientific research findings currently paint a mixed picture of the extent to which coronavirus is transmitted by children.

Recommendations
- Schools must follow government advice on protecting staff and children with underlying health conditions.
- Contact all households to establish whether pupils or any other household members fall into the clinically extremely vulnerable or clinically vulnerable groups. Provide guidance to families about definitions of vulnerability.
- Ask staff to self-identify vulnerability.
- Consider undertaking a risk assessment for pupils and staff who live in households that include clinically extremely vulnerable or clinically vulnerable people.
- Consider home tutoring or personalised remote learning for pupils who are not able to attend school in the long term.
- Follow government guidance on testing, tracking and tracing and ensure that staff are fully aware of the processes to be followed.

Further guidance regarding medical vulnerability can be found on the following websites:
- https://www.gov.uk/government/publications/coronavirus-covid-19-implementingprotective-measures-in-education-and-childcare-settings/coronavirus-covid-19implementing-protective-measures-in-education-and-childcare-settings#shielded-andclinically-vulnerable-children-and-young-people
- https://www.gov.uk/government/publications/full-guidance-on-staying-at-home-and-awayfrom-others/full-guidance-on-staying-at-home-and-away-from-others#eel-decline
- https://www.gov.uk/government/publications/guidance-on-shielding-and-protectingextremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protectingextremely-vulnerable-persons-from-covid-19
- https://www.local.gov.uk/protecting-vulnerable-people-during-covid-19-outbreak

Key Priority 5: Enhancing mental health support for pupils and staff

Pupils returning to school will have had varied experiences during lockdown. We will all be concerned about the impact of social isolation and social distancing on wellbeing. We need to be aware that repeated media consumption, including anxiety-inducing social media can amplify stress. While all pupils will be affected in some way, the most vulnerable and disadvantaged and those with special educational needs and/or disabilities are likely to be particularly adversely affected.

Staff will be all too aware that some children and young people will be feeling increased anxiety, depression, and stress and experiencing other negative feelings. Some may have suffered bereavement and trauma. They may be living in households with adults who have mental health issues, and which have been severely affected by financial insecurity and poverty. Some of the

most vulnerable children may feel entrapped; they may have suffered neglect or abuse. All children will have experienced changes in sleep and lifestyle behaviours and will have missed seeing friends and the wider family.

Leaders will need to consider the social and emotional aspects of learning as pupils return to school.

Staff, too, may be affected by the same issues. It is essential that teachers are supported to manage stress, anxiety and avoid exhaustion. A one-size-fits-all response will not suffice. It is important that leaders maintain regular contact with staff who are working at home so that they still feel involved in the school community. Checks on individuals' workload will also be required, particularly where a blend of work is being undertaken on-site and off-site. The use of high-quality provision from The Oak National Academy and BBC Bitesize Daily may be of help.

Leaders are committed to meeting individual needs, making use of external expertise where appropriate. They are committed to working constructively with local authorities and in partnership with health and care professionals.

Recommendations
In the short term:
- Establish a calm and purposeful educational atmosphere in school, where staff work together to reduce stress and anxiety and promote positive behaviours.
- Identify the most vulnerable pupils, and their specific needs arising from their experiences.
- Identify and signpost appropriate mental health support for individual pupils, such as:
  - In-school support from mental health first aiders, counsellors and pastoral team
  - Access to shared resources within the multi academy trust, and/or with other schools in the locality
  - Peer support
  - Community support, including support from PVI providers x Bereavement counselling
  - Local authority and health services– educational psychologists, CAMHS, clinical psychologists
  - Online clinics and support
  - Use of national charities such as Childline and Place2Be

- Ensure pupils are well-informed about the virus and understand the need for the measures being taken in school and wider society.
- Use the taught curriculum to:
  - Address pupils' experiences during lockdown
  - Reinforce positive behaviours, hygiene and coping strategies specific to the pandemic
  - Timetable positive activities to promote wellbeing, mental and physical health
- Revise safeguarding and behaviour policies to ensure they support positive behaviours, for example in relation to maintaining social distancing, promoting hygiene and health.
- Provide training for staff in implementing revisions to policies and in managing pupils' behaviour in a constructive way.

In the longer term:

- Continue with curriculum adaptations to include strategies to:
  - Support pupils to develop coping mechanisms and resilience in the event of future pandemics
  - Educate pupils about misinformation and harmful media reports and social media
  - Promote an increased understanding of the links between physical and mental health
- Provide ongoing training for staff.

For staff:
- Maintain a strong sense of community, including and involving all staff.
- Ensure staff feel able to ask for help and seek individualised support within school if they need it.
- Sign-post services to support with specific issues, including face-to-face, telephone and online services.
- Provide additional training in developments in mental health and dealing with trauma to support staff in dealing with their own and pupils' needs.
- Ensure NQTs, RQTs and teachers new to the school are given quality induction and support so they quickly feel part of the school and a wider network.

For school leaders:
- School Governors and multi academy trust trustees will have a role in ensuring the health and wellbeing of senior leaders. There is a need to ensure that leaders are not overstretched, particularly where schools are open for vastly extended hours.

Further information about the possible impact of coronavirus on mental health can be found in the following article:

'Multidisciplinary research priorities for the COVID-19 pandemic: a call for action for mental health science' – Lancet mental health (www.thelancet.com/psychiatry); published online, 15th April, 2020 https://doi.org/10.1016/S2215-0366(20)30168-1 - the direct and indirect psychological and social impact of the pandemic on mental health.

Useful websites providing advice on mental health:
- https://www.place2be.org.uk
- https://www.childline.org.uk/info-advice/your-feelings/mental-health/ https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-childrenand-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-onsupporting-children-and-young-peoples-mental-health-and-wellbeing-during-thecoronavirus-covid-19-outbreak
- https://www.gov.uk/find-coronavirus-support
- https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/dealing-with-amental-health-crisis-or-emergency/
- https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mentalhealth-and-wellbeing

Appendix 1

Westcountry Schools Trust

Covid-19 School Risk Assessment/Action Plan

Issue	Potential actions to mitigate risk/questions to consider for planning	Considered	RAG Rating
Staff concerns over safety	• Transparent early sharing of risk assessment and school-level plans. • Ongoing reinforcement of the safety measures in place, using information/guidance, on-site signage, staff meetings etc. • Individual discussions with staff who are highly anxious. • Completion of individual Covid-19 risk assessments. • Induction plans for staff and pupils.		
Parental expectations	• Produce and distribute a letter to all parents outlining precisely what the school day will look like and what actions/restrictions are in place to protect the health of pupils and staff. Ensure that all parents are clear that it will not be 'business as usual'. • Parents need to be fully briefed and aware of the health and safety arrangements before pupils start back at school. They will need to keep their pupils at home if anyone in the household has symptoms of COVID-19 or has an underlying health condition that puts them at increased risk. • Parents will need to check daily that their pupils are not displaying any symptoms before they leave home for school. • Where pupils spend part of their week in different households, clear information will need to be given to all parties. • Parents/carers will need ongoing briefing and reminders as pupils return. • Information will need to be clear and concise. Consider using the school website, social media. Avoid communicating on paper, if possible. • Parents must be clear about the need to inform school if their child is tested positive for COVID-19.		
Pupil expectations	• Produce and distribute a letter to all pupils outlining precisely what the school day will look like and what actions/restrictions are in place to protect the health of pupils and staff. Ensure that all pupils are clear that it will not be 'business as usual' and strict social distancing measures will be in place.		

	• Consider how you will educate pupils before they return about the need to stay apart from others. • Ensure that clear expectations are shared regularly with all pupils attending in-school provision.		
Shielded and clinically vulnerable pupils and young people	• For the vast majority of pupils and young people, coronavirus is a mild illness. Pupils and young people (0 to 18 years of age) who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect these pupils to be attending school. • Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of pupils will fall into this category, and parents should follow medical advice if their child is in this category.		
Shielded and clinically vulnerable adults	• Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising all staff who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work. • Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. • If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2-metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.		
Living with a shielded or clinically vulnerable person	• If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education setting. • If a child, young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance, it is advised they only attend an		

	education or childcare setting if stringent social distancing can be adhered to and, in the case of pupils, they are able to understand and follow those instructions. • If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home.		
Availability of staff	• Establish a process to identify the staff that are available and staff that are unavailable. • What is the impact of staff who are self-isolating or shielding? • Consider staff availability and how school-based learning will interface with home-based learning. Are there sufficient staff, both in school and working remotely, to maintain quality learning in both contexts? • Consider how you will organise staffing to ensure quality home learning continues as pupils are phased into school. This may vary according to whether subject specialists are in school or teaching remotely. • Consider mechanisms for recording staff absence, particularly in cases of COVID-19. How will you track returns to work? • Consider options if staff levels fall once open and how provision will be maintained.		
Cleaning	• Ensure that all staff follow the COVID-19: cleaning of non-healthcare settings guidance. • Ensure that sufficient handwashing facilities are available. • Provide hand sanitiser in all classrooms and communal areas. • Clean all surfaces that young people are touching, such as books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal. • Ensure that all adults and pupils frequently wash their hands with soap and water for 20 seconds and dry thoroughly. • Ensure that all staff and pupils sanitise their hands-on arrival at school, before and after eating, and after sneezing or coughing. • All staff and pupils are encouraged not to touch their mouth, eyes and nose. • All staff and pupils to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • Ensure that help is available for pupils and young people who have trouble cleaning their hands independently. • Ensure that bins for tissues are emptied throughout the day. • Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.		

	• Work with the WeST Estates Team to ensure proportionate supplies of soap, sanitising gel and cleaning products if needed. • Discuss with cleaning contractors, staff and the WeST Estates Team the additional cleaning requirements and agree additional hours to allow for this.		
Travelling to and from school	• Staff should avoid car sharing and the use of public transport to travel to work wherever possible. • Encourage parents and pupils to walk or cycle to school. • Ensure that transport arrangements cater for any changes to amended start and finish times. • Seek assurances from transport providers that they do not work if they or a member of their household are displaying any symptoms of coronavirus. • Make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers. Do you have reassurance from bus companies about hygiene and disinfection of school buses? • Take appropriate actions to reduce risk if social distancing is not possible, for example when transporting pupils with complex needs who need support to access the vehicle or fasten seatbelts. • Do you have up-to-date information about pupils' modes of travel to school? • You may need to consider whether bus companies have amended schedules or buses will be running as usual.		
Arriving at school	• Entrance points supervised. • Pupils use hand sanitiser on entry to school, or immediately wash their hands. • Supervision to direct pupils to rooms in place.		
Pupil uniform and staff clothing	• If the advice is to wear clean clothes each day, it could be difficult for some pupils to maintain school uniform. Uniform will not to be worn to school as it is not possible to have clean uniform every day. • There will be exceptions to the above, such as coats, which will need to be wiped down with a damp cloth each day. • Consider the use of coverings, such as tabards, that could be washed at home or in school. This may be useful for early years in particular. • Some items of staff clothing, such as jackets, suits and ties are difficult to wash. Consider how you will communicate to staff, what constitutes 'business dress'. Staff will not be expected to wear clothing which cannot be washed on a daily basis.		

The school day	There are several different ways in which the school day could be organised:		
	• Schools may decide to shorten the school day in order to reduce social times and allow for additional cleaning each day. However, a school should avoid having two groups of pupils to attend half a day each on the same day. This increases the risk of transmitting an infection through shared surfaces. • Pupils attend for whole days for part of the week • Pupils attend for whole weeks on weekly rotas • Targeted pupils attend full-time; all other pupils attend part-time and also access remote learning. • Start and end times may be staggered in order to lessen pressure at entrance and exit points. • Ensure fire practice procedures are adapted and communicated clearly. These will need regular practice as staff are in unfamiliar classrooms or with different age groups. How will edu-care children be registered alongside year groups? • As above but lockdown procedures.		
Timetable/structural organisation	• Decide which lessons or activities will be delivered (some lessons may not be practical to run e.g. anything that requires extensive cleaning after use such as IT equipment and PE equipment. • Consider which lessons or classroom activities could take place outdoors. • Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building. • Consider the zoning of pupils and populations. • Consider large spaces (such as halls, gyms, etc...) that you may decide to use for teaching spaces, as well as classrooms. (Your use of space may depend on your curriculum decisions). • Consider staff moving between classes rather than pupils (however, the staff IT terminal must be disinfected before the member of staff moves rooms). Hand washing should take place each time a staff member moves room. • Consider different configurations of furniture if necessary – horseshoe shapes, rows of desks may yield different solutions. Remember that pupils will need to be apart from peers for the stipulated distance in all directions. • Cancel all large-scale gatherings such as assemblies and avoid any carpet time activities. • Stagger break times (including lunch), so that all pupils are not moving around the school at the same time. • Clear rotas will need to be drawn up and kept under review (start of day, end of day, breaks, lunch).		

	• Stagger drop-off and collection times if appropriate. • Consider how best to supplement remote education with some face to face support for students. • Plan parents' drop-off and pick-up protocols that minimise adult to adult contact.		
Safeguarding	• Do you have sufficient staff to cover safeguarding operationally? (Be prepared for an increase in disclosures and referrals.) Are the DSL or Deputy DSLs on site? Are there arrangements with other schools in WeST in the event that the DSL is absent?		
First Aid	• Do you have sufficient first aiders? • What are the arrangements to train additional staff? Online courses are available. • Social distancing is not possible whilst administering firs aid, therefore PPE should be considered.		
Maintaining hygiene	• Increased supervision for handwashing and sanitising will be necessary for younger or vulnerable pupils. • Routine/timetable of handwashing established with all pupils. • Pupils will need to wash hands regularly and especially between activities. • All staff are aware of the requirements and procedures for handwashing, sanitising and maintaining cleanliness of the environment. • Consider how you will ensure that pupils wash or sanitise their hands on entering and leaving the school. • Do you have sufficient sanitising stations or handwashing facilities near the entrance and around school? • Consider introducing handwashing at regular intervals during the day. • Plans for maintaining hygiene should be plain and simple, re-enforced with posters and videos making the process clear.		
Monitoring attendance	• How will you be able to do this if classes need to be split due to social distancing or some pupils are directed to stay at home due to a partial opening? • If paper registers are being used, additional capacity may be needed to input into the school's information management system.		
Curriculum organisation	Consider what adaptations will need to be made to curriculum planning to ensure: • Any gaps in learning are assessed and addressed. • Gains in learning are taken into account. • Pupils' behavioural, social and welfare needs are met. • Exam syllabi are covered.		

	• Pupils' experiences in school are balanced with home learning to provide progression and continuity in learning. • Consider the current curriculum and identify what pupils' needs will be when they return. (Learning needs will be different according to year groups.) • How reliable is your information about the regularity and quality of education that pupils have accessed during lockdown? • Consider the evidence you have from learning logs, completed assignments and pupils' discussions with their teachers. • Consider how you will design the curriculum, so as not to demotivate pupils who have made progress during home learning, while supporting those who need extra help. • Consider whether you will offer all subjects or focus on specific subjects in school. Consider the position regarding subjects that need shared specialist equipment and/or practical apparatus (art, PE, technology, computing, sciences). Will these subjects be delivered in school during partial reopening? • Who will undertake gaps analysis? Consider focusing on those pupils who may have had limited or no access to IT, those who were finding learning difficult beforehand and pupils who are new to the school. • A special timetable may be needed, particularly if splitting classes. How will this timetable be constructed and communicated to pupils and staff?		
Social distancing/hygiene in the classroom	• Classes should be split in at least half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). • Vulnerable pupils and pupils of critical workers in other year groups should also be split into small groups of no more than 15. • Where very small classes might result from halving, it would be acceptable to have more than half in a class, provided the space has been rearranged. Again, support staff may be drawn on in the event there are teacher shortages, working under the direction of other teachers in the setting. • Pupils should be spaced as far apart as possible – aiming for a 2-metre gap. Remove furniture which is not needed, i.e. desks and chairs, and stack out of the way. Use tape to cordon off this area. • Wherever possible, there should be at least a 2-metre gap between the teacher and/or teaching assistant and the pupils. • Adults should minimise circulation of the classroom and avoid close contact with pupils.		

	• Pupils should remain seated when in the classroom, with toilet visits kept to an absolute minimum. • Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. • Remove soft furnishings and those that are hard to clean (such as those with intricate parts). • Where possible, all spaces should be well ventilated using natural ventilation (opening windows and doors).		
Sharing or resources	• Limit the amount of shared resources that are taken home and limit exchange of take-home resources between pupils and staff • Seek to prevent the sharing of stationery and other equipment where possible. • Shared materials and surfaces should be cleaned and disinfected more frequently • Practical lessons can only go ahead if equipment can be cleaned thoroughly after use and the classroom is occupied by the same pupils in one day, and thoroughly cleaned between cohorts. • Consider the use of the school library and reading schemes to reduce any transmission. • IT equipment should be allocated to specific children for periods of time and/ or cleaned after each person has used it. • Early Years – No soft toys should be available. Continuous provision will need to be adapted. EYFS risk assessment to become an appendix to this document. • Consider use of slides, adventure playgrounds etc. given communal playgrounds are closed.		
Break/lunch	• These should be staggered with pupils and staff on a break only with their allocated group/team. Pupils and staff should avoid mixing with people in other groups/teams. • Wherever possible – breaks and lunches should be held outside where transmission risk is lowest.		
Managing pupil behaviour	• Current behaviour management systems may not be appropriate or compatible with social distancing – this may need a redesign. • The consequences of flouting the rules on social distancing need to be clear. Emphasise that this is about protecting each other. Consider how you will convey expectations to staff, pupils and parents. Remember that the 'rules' for school are new and will need to become embedded in everyone's routines. • Sanctions for infringement to any social distancing requirements will need to be appropriate to age and circumstances. Pupils and staff are aware of these. • Risk assess and adapt any pupil specific plans to allow for routine changes and possible us of differing adults for support.		

| Pupil/staff mixing | • Mitigate risk by minimising group size and the number of groups of which a child or teacher is a member. Where possible avoid mixing groups.
• Ensure that the same teachers and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days. Although we recognise that there will need to be some subject specialist rotation of staff
• Ensure that wherever possible young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day.
• Consider seating students at the same desk each day if they attend on consecutive day.
• Consider how young people arrive at school, and reduce any unnecessary travel on coaches, buses or public transport where possible (guidance will shortly be published on safe travel by the government).
• Consider one-way circulation throughout the school, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors. Demarcate a 2 metre distance in corridors with tape and one way arrow signs.
• Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time
• Staggering lunch breaks. Where possible, pupils should be brought their lunch to the classroom (Consider providing 'bagged' lunches only rather than offering cooked meals. Pupils could make a selection in the morning). All pupils and staff should clean their hands before eating. Where dining facilities must be used, pupils should enter in the groups they are already in, maintaining social distancing. Pupils should be kept apart as much as possible and tables should be cleaned between each group.
• Ensure that toilets do not become crowded by limiting the number of pupils who use the toilet facilities at any one time. Where pupils are zoned into groups, it is advised that they are allocated a specific set of toilet facilities.
• Noting that some pupils and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules). | | |
| Staff workspaces | • How will staff maintain social distance in shared offices?
• What are the arrangements for staff to have lunch and take breaks?
• Consider:
    o How staff, parents and other visitors to the school will maintain social distancing in the school's reception areas. | | |

	o How administrative staff will be able to observe social distancing in office spaces. o Office-based staff should continue to work from home where practicable – consider rota arrangements to facilitate social distancing. o How teaching staff will use workspaces for the preparation of resources. o How catering staff will maintain social distancing. Consider bagged lunches being brought to classrooms. o Can laptops be issued to some staff to avoid hot-desking and sharing of PCs in staff rooms and offices. o Providing wipes and cleaning equipment in each shared staff workspace (including for the teacher PCs in classrooms).		
Reducing anxiety and stress in school	• Consider providing guidance and briefings for staff prior to return to school. They will need to know expectations and how to cope with pupils' anxiety calmly. • Pupils returning to school will have had varied experiences during lockdown. Some pupils will be feeling increased anxiety, depression, stress and other negative feelings. Some may have suffered bereavement and trauma. All pupils will have experienced changes in lifestyle behaviours and will have missed seeing friends and the wider family. • Pupils are likely to need opportunities to talk about their 'lockdown' experiences and their thoughts about the pandemic and its impact. This may need to happen before they re-engage in curriculum subjects.		
Supporting pupil and staff wellbeing	• WeST Staff Pandemic Survey to engage staff in the planning process • Posters in place to signpost mental health and wellbeing support for pupils and staff. • Managers to maintain regular contact with staff who are shielding or working at home as a result of risk assessment and to ensure they are sighted to whole staff communications and retain an engagement with school-life. • Agree staff workload expectations (including for leaders). • Use of Wednesday Whistle as a means of sign-posting health and wellbeing support for staff. • Agree light-touch completion of annual appraisal process during summer term to remove unnecessary stress from the system in the autumn term. • Sign-post staff CPD activities which support working remotely and maintaining health and wellbeing. • Return to work conversations to take place with those who returning to work on site. • Strengthening local staff induction processes to support new joiners.		

	• Consider additional support for NQTs. • Staff aware of vulnerable pupils, including any pupils who have suffered bereavement. • Staff aware of who to refer to if they have concerns about a pupil's mental health and wellbeing. • Sufficient numbers of staff in place who are accessible and, in a position, to support pupils. • Checks in place to monitor the welfare of vulnerable pupils. • Pupils briefed on how to access support should they need it. • Kindness drives and related initiatives promoted and implemented. • Staff know how to access support in school and/or online if they need it. • Checks in place to monitor the wellbeing of staff. Consider adapting TES Pulse Surveys.		
Supporting pupils who have suffered trauma or other issues during the lockdown Supporting pupils who are struggling to cope when they return to school	• How will you identify the most vulnerable pupils? • Consider how you can identify and signpost appropriate mental health support for individual pupils. How can you make best use of in school resources and available external expertise? • Some pupils may require support with socialisation after a period of home education. They may be lacking in confidence, unsure and reluctant to return to school.		
Pupils and staff that have suffered a bereavement	• How will you know whether pupils have suffered bereavement? • Do pupils and staff have access to bereavement counselling? • Develop Staff Bereavement Policy and toolkit.		
Staff meetings	• It is advisable to close communal facilities such as staffrooms, departmental workrooms and Post-16 common rooms. These spaces would be high risk as people from multiple groups will mix in an enclosed space. • It is advisable to close communal staff kitchen facilities as per the reasons above. • Physical staff meetings (inc. departmental and SLT meetings) should be kept to an absolute minimum and should only take place for a short period of time, in a well-ventilated room, where 2-metre social distancing can be maintained. • The use of MS Teams is advised as a safe way to hold meetings.		
Visitors	• Tell pupils, young people, parents, carers or any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus. • Tell parents that if their child needs to be accompanied to school, only one parent should attend.		

	• Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use). • Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). • All visitors must hand wash/sanitise immediately upon entry to the school. • Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, and hygiene suppliers.		
School trips, work experience and sports fixtures	• All school trips, work experience and sports fixtures should not take place until further notice. • Sports days or end of term performances will also not take place.		
Parents' Evenings	• Parents' evenings should not take place until further notice.		
Staff and pupil face coverings	• When staff arrive home it is recommended that they wash their clothes and shower straight away. • The DfE have advised that face coverings are not recommended in school settings. • Staff and pupils are free to wear a face covering if they choose to do so.		
If someone becomes unwell at school	• If anyone becomes unwell with a new, continuous cough or a high temperature in school, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. • If a pupil is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2-metres away from other people. • If they need to go to the toilet while waiting to be collected, the toilet should be temporarily closed and then cleaned and disinfected using standard cleaning products before being used by anyone else. • PPE should 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). • In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital. • If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the pupil subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the		

	affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. • Any waste products from the supervision, such as face coverings, tissues, gloves and aprons, must be double bagged and kept securely. If the individual tests positive, the waste needs to be removed from school by a specialist waste provider. If the individual does not test positive the waste can be disposed of in the normal manner		
A confirmed case of coronavirus at school	• If a pupil or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and pupils who are attending school will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario. • Where a pupil or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. • Where a pupil or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. • As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other pupils, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.		
Estates Mechanical, Electrical and Building	• Follow the Estates School Opening Action plan (Appendix 2) for preparation to opening a school.		

Appendix 2

Estates School Reopening Plan

With opening of school due following a long shut down because of COVID-19. Below is a list of tasks to consider in your school from an Estates Perspective that need to take place, some points need to be taken in advance of opening and some to continue whilst open.

1. Daily clean of school to include all surfaces that are touched, examples are desk, chairs, doors, light switches etc.

2. Due to class size being limited to 15 children, either stack to one side or remove additional chairs, desk, soft toys, soft furnishings etc.

3. Using tape and arrow signs have one-way systems around school and demarcate 2 metre in transition areas, dining halls etc.

4. Drop off and pick up points, to be marked with tape, different groups to be dropped at different locations, or stagger drop-off and pick-up times.

5. External play equipment to be cleaned after use by a group or removed from use with tape.

6. Stagger breaks and lunches so groups do not mix.

7. Children to remain in one classroom to keep separate from other groups.

8. Toilet areas are to be monitored to maintain social distance.

9. Staffroom - relocate or tape off chairs to maintain social distance.

10. If a child or staff member shows signs of being ill, isolate them to the medical room. Staff members supervising are to wear a face mask and remain 2m apart. Individual is to be removed from school as soon as possible and person to go into isolation. Clean room immediately, dispose of cleaning clothes etc. into a double bag and keep to one side, if the person tests positive for COVID-19 waste to be treated as medical waste, if person is tested as negative, dispose of all waste in the normal manner.

11. Hand washing for 20 seconds is to take place on arrival at school, at each toilet visit, before and after meals and after a cough or sneeze. Hand gels are to be made available in the classrooms or nearby and ready for use. Handwashing is the priority.

12. PPE, such as face coverings, aprons and gloves, are not required unless supervising a person with symptoms as explained in point 10. Temperature checking of staff and pupils is not required.

13. Inform catering staff/contractors of school opening date in order to ensure staff are available and supplier can provide food etc. A reduced menu option may be required.

14. Inform cleaning staff/contractors to provide an additional clean prior to school opening and that increased cleaning will be required. If additional hours are worked by cleaning staff, record these as the costs can be reclaimed. If required, cleaning staff to demonstrate to teaching staff how to use cleaning materials for wiping down of surfaces to provide additional on the spot cleaning.

Public Health England

Advice on the coronavirus for places of education

How serious is the coronavirus?
- it can cause flu-like symptoms, including fever, cough & difficulty breathing
- the infection is not serious for most people, including children
- there is currently no vaccine
- most people get better with enough rest, water to drink and medicine for pain

How likely are you to catch the virus?
- you can only catch it if you have been close to a person who has the virus
- the chance of being in contact with the virus is currently low in the UK
- if you have travelled to areas where many people are infected, your chance of catching the virus is higher, i.e. China and any affected areas

How can you stop coronaviruses spreading?

If you need to cough or sneeze
- **Catch it** with a tissue
- **Bin it**
- **Kill it** by washing your hands with soap & water or hand sanitiser

You should wash hands with soap & water or hand sanitiser
- **After breaks & sport activities**
- **Before cooking & eating**
- **SCHOOL ETC.** On arrival at any childcare or educational setting
- **After using the toilet**
- **Before leaving home**

- ✓ Try not to touch your eyes, nose, and mouth with unwashed hands
- ✓ Do not share items that come into contact with your mouth such as cups & bottles
- ✓ If unwell do not share items such as bedding, dishes, pencils & towels

Stop germs spreading with our e-Bug resources on hand and respiratory hygiene lesson plans for KS1, 2 and 3: **campaignresources.phe.gov.uk/schools**

What should you do if you feel unwell?

Keep away from others and stay at home to stop the infection spreading. Avoid public transport if you think you have symptoms of coronavirus. If you become unwell at a place of education, tell a member of staff and let them know if you have travelled to any other countries in the last 14 days.

If your staff member or parent thinks you have symptoms of coronavirus, they should call **NHS 111** for advice. Follow the UK Government advice for childcare or educational settings **gov.uk/government/publications/guidance-to-educational-settings-about-covid-19**. Parents can visit **NHS.UK** to find out more information. Teachers and support staff should follow the UK Government advice.

Staff, students and pupils who have returned from Wuhan and Hubei Province in China should self isolate, and NOT attend education or work for 14 days. See **NHS.UK** for advice on coronavirus.

If there is an emergency, call 999 immediately

NHS

Hand-washing technique with soap and water

1. Wet hands with water
2. Apply enough soap to cover all hand surfaces
3. Rub hands palm to palm
4. Rub back of each hand with palm of other hand with fingers interlaced
5. Rub palm to palm with fingers interlaced
6. Rub with back of fingers to opposing palms with fingers interlocked
7. Rub each thumb clasped in opposite hand using a rotational movement
8. Rub tips of fingers in opposite palm in a circular motion
9. Rub each wrist with opposite hand
10. Rinse hands with water
11. Use elbow to turn off tap
12. Dry thoroughly with a single-use towel
13. Hand washing should take 15–30 seconds
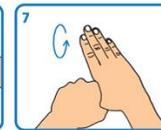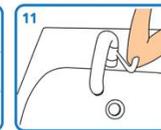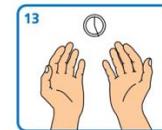
cleanyourhands campaign

NHS National Patient Safety Agency