



Westcountry Schools Trust

September Covid-19 School Re-opening Planning and Risk Assessment

School name: Buckfastleigh Primary School

Date of completion:

Issue/Risk	Planning considerations/potential actions to mitigate risks	Considered/Notes	RAG Rating
Staff concerns over safety	<ul style="list-style-type: none"> • Transparent early sharing of risk assessment and school-level plans. • Publication of Toolkit on WeST website and risk assessments on school websites to provide transparency of approach to staff, parents, carers and pupils (HSE expectation for all employers with over 50 staff). • 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, where appropriate. • Induction plans for staff and pupils. • Agree and share contact points and lines of communication for staff in the event that release of updated guidance or information is required ahead of 1st September, or that staff have individual concerns and require advice or support over the holiday period. 		
Parental expectations	<ul style="list-style-type: none"> • 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. • Parents to be fully briefed and aware of the health and safety arrangements before pupils start back at school in September (see above – publication of risk assessment). • 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, utilising different communication methods such as the school website, social media, email etc.... Do not rely on just a single method to communicate key messages/information. • Parents must be clear about the need to inform school if their child is tested positive for COVID-19. 		
Pupil expectations	<ul style="list-style-type: none"> • Produce and distribute ‘back to school’ guidance for 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 clear expectations are shared regularly with all pupils attending in-school provision. 		
Infection prevention	<p>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <ul style="list-style-type: none"> • Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home, are 		

essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.

- If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)', which sets out that they must self-isolate for at least 7 days and should [arrange to have a test](#) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.
- If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. 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 bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.
- PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the [safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#) guidance.
- As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.
- Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test & Trace.
- Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#).

Clean hands thoroughly more often than usual

- Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:
 - Does the school have enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly?
 - Is there appropriate supervision of hand sanitiser use given risks around ingestion? Younger children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.
 - How will these routines be built into school culture, supported by behaviour expectations to help ensure younger children and those with complex needs understand the need to follow them?

Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach

- The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.
- As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates.
- Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face to face education.

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

Points to consider and implement:

- Putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:
 - more frequent cleaning of rooms / shared areas that are used by different groups
 - frequently touched surfaces being cleaned more often than normal
- Different groups don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.

	<p>Minimise contact between individuals and maintain social distancing wherever possible</p> <ul style="list-style-type: none"> • Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. • The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on: <ul style="list-style-type: none"> ○ Children’s ability to distance. ○ The lay out of the school. ○ The feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary). 		
<p>Face coverings</p>	<ul style="list-style-type: none"> • Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review by PHE. • Staff and pupils in WeST schools who would like to wear a face covering, provided by themselves, are permitted to do so. • Face coverings are required at all times on public transport (for children, over the age of 11) or when attending a hospital as a visitor or outpatient. 		
<p>Pupil temperatures</p>	<ul style="list-style-type: none"> • Public Health England states that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) – therefore schools should not take pupil temperatures on entry to school. 		
<p>Grouping of pupils</p>	<ul style="list-style-type: none"> • Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible. • However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, dining halls, toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools but is particularly difficult in secondary schools. • In primary schools ‘bubbles’ are likely to be at a class-size level. However, depending on local circumstances, the ‘bubble’ could include a whole year group. • In secondary schools, and certainly in the older age groups at KS4 and KS5, the groups are likely to need to be the size of a year group to enable schools to deliver the full 		

	<p>range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (KS3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19).</p> <ul style="list-style-type: none"> • Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. • Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission. • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. There is full recognition this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer. 		
<p>Measures within the classroom</p>	<ul style="list-style-type: none"> • Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. • It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2-metre distance from each other, and from children. Staff will need to use cleaning wipes to wipe down any surface they have touched prior to leaving the room. 		

	<ul style="list-style-type: none"> • This will not always be possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. • For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help. • When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above. • Schools should make small adaptations to the classroom to support distancing where possible. This should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space. 		
Wider measures (inc. assemblies, corridors, break times and staff spaces)	<ul style="list-style-type: none"> • Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. • When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). • Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other, such as staff work rooms. • Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. 		
Measures for arriving at and leaving school	<ul style="list-style-type: none"> • Travel to school patterns differ greatly between WeST schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. • Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering break times but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. • Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed. 		

	<ul style="list-style-type: none"> Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice. 		
<p>Other considerations (inc. SEND, supply teachers, contractors and use of shared resources)</p>	<ul style="list-style-type: none"> Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. WeST Executive members and WeST Core Services staff may visit schools if absolutely necessary in the course of their duties. These groups should notify of their attendance in advance, minimise contact and maintain as much distance as possible from other staff (at least 2m). Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child. Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused 		

	<p>and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <ul style="list-style-type: none"> • Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. 		
<p>The use of PPE</p>	<ul style="list-style-type: none"> • The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> ○ Where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained. ○ Where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used. 		
<p>Response to any infection</p>	<p>Engage with the NHS Test and Trace process</p> <ul style="list-style-type: none"> • Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to: • Book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit • Provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace • Self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) • Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. • By the autumn term, all schools will be provided by the government with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms 		

at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.

- Schools should ask parents and staff to inform them immediately of the results of a test:
 - if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
 - if someone tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#) and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

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

- Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.
- The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.
- The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:
 - Direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
 - Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
 - Travelling in a small vehicle, like a car, with an infected person

- The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see [section 5 of system of control](#) for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.
- A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.
- Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)'. They should get a test, and:
 - If the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
 - If the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)'
- Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

Contain any outbreak by following local health protection team advice

- If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.
- In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.
- In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have

	<p>been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>		
<p>Transport to school</p>	<p>Dedicated school transport, including statutory provision</p> <ul style="list-style-type: none"> • Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. • The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider: <ul style="list-style-type: none"> ○ How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school ○ Use of hand sanitiser upon boarding and/or disembarking ○ Additional cleaning of vehicles ○ Organised queuing and boarding where possible ○ Distancing within vehicles wherever possible ○ The use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet • Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day, others involve use of a minibus whilst other services are used by different pupils on different days, or by pupils with SEND. The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances. • Schools should seek detailed reassurances from school transport providers to ensure that appropriate safety measures are in place. <p>Wider public transport</p> <ul style="list-style-type: none"> • In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. We can expect that public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum. • Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others, and may not be possible. • Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using 'walking buses' (a supervised group of children being walked to, or from, school), or working with their local authority to 		

	<p>promote safe cycling routes. For some families, driving children to school will also be an option.</p> <ul style="list-style-type: none"> • Pupils aged 11 years and over will be expected to wear a face covering when on public transport. 		
<p>Attendance</p>	<p>Attendance expectations</p> <ul style="list-style-type: none"> • In March when the coronavirus (COVID-19) outbreak was increasing, we made clear no parent would be penalised or sanctioned for their child’s non-attendance at school. • Now the circumstances have changed, and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children’s education, wellbeing and wider development. • Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including: <ul style="list-style-type: none"> ○ Parents’ duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; ○ Schools’ responsibilities to record attendance and follow up absence ○ The availability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct <p>Pupils who are shielding or self-isolating</p> <ul style="list-style-type: none"> • We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that: <ul style="list-style-type: none"> ○ a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) ○ shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding ○ if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). ○ some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their 		

next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health.

- Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).
- Where children to attend school as parents are following clinical and/or public health advice, absence will not be penalised.

Pupils and families who are anxious about return to school

- All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.
- If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).

Actions for schools

- Communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year
- Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic
- Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance
- Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance.

<p>Curriculum</p>	<p>Curriculum expectations</p> <ul style="list-style-type: none"> • Schools should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year. • The key principles that underpin the advice on curriculum planning are: <ul style="list-style-type: none"> ○ education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. ○ the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. ○ remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. • Informed by these principles, the DfE has asked that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021: <ul style="list-style-type: none"> ○ Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. ○ Up to and including KS3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. <p>Aim to return to the school’s normal curriculum in all subjects by summer term 2021.</p> <ul style="list-style-type: none"> • Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils’ knowledge with the aim of returning to the school’s normal curriculum content by no later than summer term 2021. <p>Plan on the basis of the educational needs of pupils</p> <ul style="list-style-type: none"> • Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils’ work) while avoiding the introduction of unnecessary tracking systems. <p>Develop remote education so that it is integrated into school curriculum planning</p>		
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- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.
- Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.

Specific points for early years foundation stage (EYFS) to KS3

- For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the [EYFS disapplication guidance](#). For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.
- For pupils in KS1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.
- For pupils in KS3, the curriculum should also remain broad from Years 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, PE/sport, RE and RSHE. For pupils in Year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the KS2 curriculum.

Specific points for KS4 and KS5

- As with earlier key stages, it is likely that pupils in KS4 and 5 will need extra support to catch up on any content they have missed, but the school curriculum may be less flexible given the requirements of qualification specifications.
- To ensure exams and assessments next summer are as fair as possible, and take into account any public health requirements and the well-being of students, [Ofqual will consult on proposals for next year](#) shortly, and will confirm its decisions as soon as possible to allow time for schools to prepare.
- The vast majority of pupils in Years 10 and 11 are expected to continue to study their examination subjects. This will support them towards their preferred route to further study.
- In exceptional circumstances, it may be in the best interests of a Year 11 pupil to discontinue an examined subject because the school judges that, for example, they would achieve significantly better in their remaining subjects as a result, especially in GCSE English and mathematics.
- School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing, using the existing discretion that schools already apply on these matters.
- Schools are expected to review any plans for early entry among Year 10 pupils in summer 2021. It may be in the best interests of the pupil to take their exams and assessments the following year when they are in Year 11, if the curriculum can be adjusted to provide further teaching and study time in the summer term and academic year 2021 to 2022.
- Pupils in Years 12 and 13 are more likely to undertake self-directed study, but may still need additional support. Compared to key stage 4, there is less scope to drop an examined subject as fewer qualifications are studied at this key stage. Discontinuing a subject is therefore likely to significantly limit choices for further study and employment, so is expected to be rare.
- Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.

Physical activity in schools

- Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.

	<p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <ul style="list-style-type: none"> • In most circumstances, changing rooms will need to stay closed (unless they can be cleaned thoroughly between each use). Schools will need to consider creative alternatives if they offer PE in the autumn and spring terms such as, pupils wearing PE kit all day when PE is on the timetable or pupils changing only into trainers with adapted PE lessons that allow the wearing of normal uniform. • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. • Schools should refer to the following advice: <ul style="list-style-type: none"> ○ guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport. ○ advice from organisations such as the Association for Physical Education and the Youth Sport Trust. • Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures. • Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing. 		
<p>Pupil wellbeing and support</p>	<ul style="list-style-type: none"> • Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school. • The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing. The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see DfE - Supporting pupil and student mental wellbeing for further details. This includes hearing from experts on the impacts of the pandemic on pupils' mental wellbeing and recovery techniques, and from education leaders about the actions they have been taking. 		

	<ul style="list-style-type: none">• The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway. You can opt to join Whole School SEND's community of practice when you sign up for an event to receive notifications about future training and resources as they are published.• DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It was published early given the importance of supporting pupils' mental health and wellbeing at this time.• Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:<ul style="list-style-type: none">○ Support the rebuilding of friendships and social engagement○ Address and equip pupils to respond to issues linked to coronavirus (COVID-19)○ Support pupils with approaches to improving their physical and mental wellbeing• Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement.• Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including:<ul style="list-style-type: none">○ Support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues○ Support for pupils with additional and complex health needs○ Supporting vulnerable children and keeping children safe• Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.		
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<p>Behaviour expectations</p>	<ul style="list-style-type: none"> • Schools should update their behaviour policies with any new rules/policies and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at Behaviour and discipline in schools. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system. • It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. • We must acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils. • The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. • Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school. 		
<p>School Workforce – including non-class-based and support</p>	<ul style="list-style-type: none"> • Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 01 August 2020, WeST expects the majority of staff to attend site for work from the start of the autumn term. 		

<p>staff. For teaching staff, also refer to the previous sections 'Measures with the Classroom' and 'Wider Measures'</p>	<ul style="list-style-type: none"> • Whilst wider government policy advises those who can work from home should do so, this will not be applicable to the majority of WeST staff when pupils return from September and they are required to be in their settings to undertake activities and tasks directly in support of day-to-day site-based operations. • Exceptionally, where a role may be conducive to home working e.g. a limited number of administrative/professional roles, leaders will consider what is feasible and appropriate, whilst considering the requirement to maintain social distancing of 2m, or 1m with risk mitigation within office spaces. • When working in an office-based environment, desks should allow for social distancing (2m) to be maintained wherever possible. • To help staff social distance in office spaces floor tape should be used to mark working areas and signage displayed to remind staff to maintain a 2m distance. • Workstations should be assigned to an individual and not shared. If this is impossible, they should be shared by the minimum number of people and desks/equipment should be cleaned/sanitised between different occupants. • If the physical space does not allow for 2m social distancing, all mitigating actions possible should be introduced to reduce the risk of transmission, these should include: <ul style="list-style-type: none"> ○ Rearrangement/removal/taping off of furniture. ○ Relocation to other space. ○ Rotas for on-site/homeworking (where it is possible to undertake a proportion of activities from home). ○ Use of screens to create physical barriers. ○ Working side-by-side, rather than face-to-face. • Within our settings it should be possible to implement a system to allow the Trust and schools to operate effectively. If this is not possible, in exceptional cases, specific mitigation measures will be detailed in local site-based risk assessments. 		
<p>Staff who are clinically vulnerable or extremely clinically vulnerable</p>	<ul style="list-style-type: none"> • Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall. • Advice for those who are clinically-vulnerable, including pregnant women, is available. • Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. • School leaders should conduct an individual risk assessment to confirm the ability to maintain social distancing (2m or 1m with risk mitigation) and, if necessary be flexible in how those members of staff are deployed to enable them to work remotely (only 		

	<p>where possible) or in alternative roles in school where social distancing can be maintained.</p> <ul style="list-style-type: none"> • People who live with those who are clinically extremely vulnerable or clinically vulnerable should attend the workplace. 		
Staff who are pregnant	<ul style="list-style-type: none"> • As a general principle, staff who are pregnant are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance available for clinically-vulnerable people. • A specific risk assessment template for new and expectant mothers will be completed for any staff known to be pregnant prior to, or immediately upon, their return to work in September. 		
Staff who may otherwise be at increased risk from coronavirus (COVID-19)	<ul style="list-style-type: none"> • Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate, and an individual risk assessment should be used to record discussions and any agreed measures, over and above the school-based risk assessment, which is specific to a particular member staff. • People who live with those who have comparatively increased risk from coronavirus (COVID-19) should attend the workplace. 		
Staff deployment	<ul style="list-style-type: none"> • Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Leaders should discuss and agree any changes to staff roles with individuals. • It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s workload reduction toolkit. • DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing. <p>Deploying support staff and accommodating visiting specialists</p> <ul style="list-style-type: none"> • Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a 		

qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). Any redeployments should not be at the expense of supporting pupils with SEND. Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.

- When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity. Full guidance is provided in part 3 of [keeping children safe in education](#).

Supply teachers and other temporary or peripatetic teachers

- Schools can continue to engage supply teachers and other supply staff during this period.
- Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.
- To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year.
- This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.
- All supply staff, volunteers and visitors who need access to the school need to read procedures and processes in advance of circulating the school.

Volunteers

- Volunteers may be used to support the work of the school, as would usually be the case.
- It is important that they are properly supported and given appropriate roles.
- Where schools are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of [keeping children safe in education](#).
- Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

	<ul style="list-style-type: none"> Mixing of volunteers across groups should be kept to a minimum, and they should remain 2m from pupils and staff where possible. 		
Protocol for external visitors	<ul style="list-style-type: none"> Be clear that pupils, 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 (where they exist) 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 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. 		
Recruitment	<ul style="list-style-type: none"> Recruitment should continue as usual. When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks. We refer schools to part 3 of the statutory guidance keeping children safe in education. During the summer, safeguarding checks can be carried out remotely as set out in coronavirus (COVID-19): safeguarding in schools, colleges and other providers. From the start of the autumn term checks will revert to being carried out in person. Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom. They will also be supported by materials the Department for Education is making available to all schools based on the early career framework reforms, to support them as they start their teaching career. 		
Expectation and deployment of ITT trainees	<ul style="list-style-type: none"> We very much encourage schools to consider hosting ITT trainees. Schools should consider how they could host ITT trainees, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs. Deployment decisions will need to take into account the skills and capacity of the trainees in question. Trainees could: <ul style="list-style-type: none"> Take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons 		

	<ul style="list-style-type: none"> ○ Be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues ○ Develop or engage in working groups to share best practice around resilience, commitment and team-working ○ Work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload. 		
Staff taking leave	<ul style="list-style-type: none"> ● School staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all pupils to return from the start of the autumn term. Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK. ● As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term. ● There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting. ● Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should refer to Guidance for Managers and Staff on Quarantine on Entering or Returning to the UK (correct at 1st July 2020). 		
Safeguarding	<ul style="list-style-type: none"> ● Schools should revise their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance. ● Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. 		

	<ul style="list-style-type: none"> Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school. 		
Catering	<ul style="list-style-type: none"> We expect kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals. School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19). 		
Breaks/lunches	<ul style="list-style-type: none"> It is recommended that breaks and lunches should be staggered to reduce mixing between class/year group bubbles. This will also reduce pressure on food serving/dining areas. Where possible, schools may consider 'zoning' pupils to areas of the school. Complete separation may not be possible but any measures that limit the number of pupils interacting at any one time, will reduce risk. 		
Educational visits	<ul style="list-style-type: none"> The government continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits. 		
School Uniform	<ul style="list-style-type: none"> From the autumn term, full school uniform should be worn. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. 		
Extra-curricular provision	<ul style="list-style-type: none"> Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents. We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using 		

	<p>multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p> <ul style="list-style-type: none"> • Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place. 		
<p>Contingency planning for local outbreaks/lockdown</p>	<ul style="list-style-type: none"> • For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). (see section on remote education support). • In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils. <p>Remote education support</p> <ul style="list-style-type: none"> • Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. • In developing these contingency plans, all WeST schools should: <ul style="list-style-type: none"> ○ Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations. ○ Give access to high quality remote education resources. ○ Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use. 		

	<ul style="list-style-type: none"> ○ Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. ○ Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. ● When teaching pupils remotely, all WeST schools should: <ul style="list-style-type: none"> ○ Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. ○ Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject. ○ Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos. ○ Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work. ○ Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding. ○ Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. ● We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. ● We expect schools to avoid an over-reliance on long-term projects or internet research activities. 		
Cleaning	<ul style="list-style-type: none"> ● 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 at least 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. ● 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. 		

	<ul style="list-style-type: none"> • 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. 		
Staff meetings and training	<ul style="list-style-type: none"> • 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. • Schools are strongly advised to avoid holding meetings where all senior leaders are together (or timetabled within the same bubble). A positive CV case could result in the whole senior leadership entering isolation for 14-days. • The use of MS Teams is advised as a safe way to hold meetings and training. 		
Parents' Evenings / Open Evenings	<ul style="list-style-type: none"> • Parents' evenings and Open Evenings should not take place until further notice. 		
Estates Mechanical, Electrical and Building	<ul style="list-style-type: none"> • Follow the Estates School Opening Action plan (Appendix 3) for the preparation required to open a school. 		