



Westcountry Schools Trust

Covid-19 School Planning and Risk Assessment during the national lockdown (08/01/21)

School name: Buckfastleigh Primary School

Date of completion: 11.1.21

| Issue/Risk | Planning considerations/potential actions to mitigate risks | Considered/Notes | RAG Rating |
|----------------------|--|------------------|------------|
| 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 10 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 10 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 has provided close contact care to 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.

Minimise contact between individuals and maintain social distancing wherever possible

- Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and 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:
 - Children's ability to distance.
 - The lay out of the school.
 - The feasibility of keeping distinct groups separate while offering access to curriculum offer.

How to group children

- Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used to date in recognition that children, especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure.

| | | | |
|------------------------------|---|--|--|
| | <ul style="list-style-type: none"> • 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. • Each group 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 and the sharing of rooms and social spaces between groups as much as possible. 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. 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. • It is recommended in all secondary settings that class sizes do not exceed 15 pupils in secondary settings and aim to keep 2m between pupils. • In primary settings it is recommended that class sizes do not exceed 20 pupils. • All teachers and other staff can operate across different groups. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed. | | |
| <p>Face coverings</p> | <p>WeST expectations on face coverings</p> <ul style="list-style-type: none"> • All WeST staff, unless exempt for the reasons explained in the 'Staff and pupils who may be exempt' section, will be expected to wear face coverings in all communal school areas. This will include - corridors, staffrooms, staff workrooms, staff toilets and whilst undertaking duties at break/lunch times in enclosed spaces such as dining halls. This will also apply to staff meetings. However, even with face coverings in use, appropriate social distancing, hygiene measures and hand sanitisation should still fully apply. • All secondary age pupils will be expected to wear a face covering in corridors and any communal areas where social distancing outside of the year group bubble is difficult (communal areas will vary from school to school – so local guidance will apply). <i>Please note – this does not apply to pupils in primary school settings.</i> • All secondary age pupils travelling to and from school via public transport or school transport will be expected to wear a face covering and follow all appropriate hygiene measures required by the respective companies. <i>Please note – this does not apply to pupils in primary school settings.</i> | | |

- From January 2021 in response to the new CV-19 S-Variant which is now substantially more transmissible, we strongly recommend that all pupils and staff in secondary settings wear face coverings in the classroom, in addition to corridors and communal spaces. Social distancing is generally not possible in full classrooms of 25-30 pupils, so the recommendation for the use of face coverings is an appropriate risk mitigation strategy to reduce potential aerosol and droplet transmission.
- Staff in primary settings are free to wear a face covering in class if they choose to do so.
- All staff in both primary and secondary settings, unless exempt, are expected to wear face coverings in all shared offices/rooms and when attending any staff meeting.
- We request that all WeST staff and secondary age pupils bring their own face coverings to school as they would for use on public transport, shops, and wider society. If any individual forgets to bring a face covering to school, or is unable to provide one, a disposable mask will be provided.
- All visitors, including parents, to WeST primary and secondary schools will be required to wear a face covering whilst on site. Disposable masks will be available at school receptions.
- Face coverings do not need to be worn:
 - By any member of staff or pupil who is exempt (*please see the exemption guidance for further information*).
 - Whilst consuming food and drink at break and lunch times.

For members of staff, pupils or parents who have any concerns or queries, they should discuss this with their relevant Headteacher.

Safe wearing and removal of face coverings

- Schools should have a process for removing face coverings when circumstances allow. This process should be communicated clearly to pupils and staff.
- Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.
- Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.

| | | | |
|---|--|--|--|
| <p>Measures within the classroom</p> | <ul style="list-style-type: none"> • In response to the new CV-19 S-Variant which is now substantially more transmissible, we strongly recommend that all pupils and staff in secondary settings wear face coverings in the classroom, in addition to corridors and communal spaces. • 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. • 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. | | |
| <p>Wider measures (inc. assemblies, corridors, break times and staff spaces)</p> | <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. | | |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> • Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. | | |
| Keeping occupied spaces well ventilated | <ul style="list-style-type: none"> • When the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. • This can be achieved by a variety of measures including: <ul style="list-style-type: none"> ○ mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) ○ natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air ○ natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) • Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice. • To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: <ul style="list-style-type: none"> ○ opening high level windows in preference to low level to reduce draughts ○ increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) ○ providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform ○ rearranging furniture where possible to avoid direct drafts • Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. | | |
| 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. | | |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> 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. | | |
| <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. For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach. Where pupils who are self-isolating are considered vulnerable, it is important that schools put systems in place to keep in contact with them. When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person. Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so. 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. | | |

| | | | |
|------------------------------|---|--|--|
| | <ul style="list-style-type: none"> • 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 and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. • Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing 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: <ul style="list-style-type: none"> ○ Book a test if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. ○ 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 if they have symptoms, 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. ● All schools have been sent an initial supply of 10 home test kits and information about how to order to replenish this supply when they are running out. Schools should call the Test and Trace helpdesk on 119 if these have not arrived. ● Having a test at a testing site will deliver the fastest results. The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils. | | |

- These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance Coronavirus (COVID-19): test kits for schools and FE providers.
- Schools should ask parents and staff to inform them immediately of the results of a test:
 - If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact.
 - 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 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days, from the day the individual tested positive.

NHS COVID-19 App

- The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate.
- This will mean that some students in Year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features. Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England.

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 can contact the

| | | | |
|--|--|--|--|
| | <p>dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice.</p> <ul style="list-style-type: none">• 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 10 days from the day after contact with the individual tested positive. Close contact means:<ul style="list-style-type: none">○ 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. 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 the 10-days from the day after contact with the individual tested positive should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:<ul style="list-style-type: none">○ If the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. | | |
|--|--|--|--|

| | | | |
|-----------------------------------|---|--|--|
| | <ul style="list-style-type: none"> ○ If the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following 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. • In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice. <p>Contain any outbreak by following local health protection team advice</p> <ul style="list-style-type: none"> • If schools have two or more confirmed cases within 10 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 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>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:
 - social distancing should be maximised within vehicles
 - children either sit with their 'bubble' on school transport, or with the same constant group of children each day
 - children should clean their hands before boarding transport and again on disembarking
 - additional cleaning of vehicles is put in place
 - organised queuing and boarding is put in place
 - through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents
- Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).
- For all WeST children over the age of 11, using school transport, it is expected that face coverings are worn because they are likely to come into very close contact with people outside of their year group bubble.
- 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.

Wider public transport

- In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. Public transport capacity continues to be constrained. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.
- 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"> • During the period of national lockdown, primary, secondary, alternative provision and special schools will remain open to vulnerable children and young people and the children of critical workers only (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate). • All other pupils should receive remote education. Pupils who are self-isolating should not attend school. • Clinically extremely vulnerable pupils are also advised not to attend school. • Schools should continue to record attendance in the register. Schools should follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we expect schools to authorise the absence during this national lockdown period. • Absence will not be penalised. <p>Critical workers</p> <ul style="list-style-type: none"> • Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors. Children with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home. • Schools should speak to parents and carers to identify who needs to go to school. If it proves necessary, schools can ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip. Parents and carers who are critical workers should keep their children at home if they can. • We know that every school will have a different number of children of critical workers who need to attend. It is important that on-site provision is provided for these pupils, and there is no limit to numbers of these pupils who may attend, and schools should not limit attendance of these groups. This is because we are reducing overall social contact across areas and the country rather than individually by each institution. <p>Vulnerable children and young people</p> | | |

- The definition of vulnerable children and young people includes children who have a social worker, an education, health and care plan (EHCP) or who may be vulnerable for another reason at local discretion (“otherwise vulnerable”).
- Schools are expected to allow and strongly encourage vulnerable children and young people to attend. Parents/carers of vulnerable children and young people are strongly encouraged to take up the place.
- If vulnerable children and young people do not attend, schools should:
 - work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child’s circumstances and their best interests
 - work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person’s attendance would be appropriate
- Where schools grant a leave of absence to a vulnerable child or young person they should still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home.
- Where schools have had to temporarily stop on-site provision on public health advice, they should inform the local authority to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.
- Regardless of setting, schools are encouraged to work collaboratively with other schools and education providers and other local partners (including the local authority, social workers, police, youth services, key workers etc.) to maximise opportunities for face-to-face provision for vulnerable children.

Recording attendance

- All pupils who are not eligible to be in school should be marked as Code X. They are not attending because they are following public health advice.
- As vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know. The Department expects schools to grant applications for leave of absence given the exceptional circumstances. This should be

| | | | |
|-------------------------|--|--|--|
| | <p>recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.</p> <ul style="list-style-type: none">• Schools should not plan for rotas or allow children other than those who are vulnerable or whose parent or carer is a critical worker to attend on-site, even if the school believes it can accommodate more children safely. | | |
| Remote Education | <ul style="list-style-type: none">• The temporary continuity direction makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The Direction requires schools to have regard to this guidance. Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance.• The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:<ul style="list-style-type: none">○ Key Stage 1: 3 hours a day on average across the cohort, with less for younger children○ Key Stage 2: 4 hours a day○ Key Stages 3 and 4: 5 hours a day• If parents feel their children's school is not providing remote education of a suitable quantity and quality, they are encouraged to in the first instance raise their concerns with the teacher or headteacher and, if the concerns are not resolved, to report the matter to Ofsted.• Ofsted will inspect schools – of any grade – where it has significant concerns about safeguarding or the quality of remote education being provided. Such concerns could be triggered by, for example, parents complaining about remote education directly to Ofsted.• In addition, as announced in December, while Ofsted's routine graded inspections remain suspended, inspectors will, during the spring term, conduct monitoring inspections of schools most in need of challenge and support – those previously judged to be providing an inadequate education and some previously judged to require improvement. Those inspections will provide assurance that pupils in those schools are receiving the best possible education – whether through classroom teaching or remote education. The Department is discussing how these inspections will be implemented with her Majesty's Chief Inspector. | | |

- Senior leadership teams and governors will need to assure themselves that their remote education offer meets the expectations in this guidance by reviewing and self-assessing their current practice.

In developing remote education, we expect all WeST schools to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
- Overcome barriers to digital access for pupils by:
 - Distributing school-owned laptops accompanied by a user agreement or contract
 - Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.
- Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.
- Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.
- Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021

When teaching pupils remotely, all WeST schools should:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
 - KS1: 3 hours a day, on average, across the school cohort, with less for younger pupils
 - KS2: 4 hours a day
 - KS3 and KS4: 5 hours a day
 - KS5: To match timetabled hours
- Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.

- Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.
- Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- 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
- Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school led video content.
- Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - Providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - Providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - Providing scaffolded practice and opportunities to apply new knowledge
 - Enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - Avoiding an over-reliance on long-term projects or internet research activities

We expect 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.

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

We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.

Special educational needs

| | | | |
|--------------------------------------|---|--|--|
| | <ul style="list-style-type: none"> • For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. • Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. • Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach. <p>Vulnerable children</p> <ul style="list-style-type: none"> • Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them. • When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person. • Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so. <p>Delivering remote education safely</p> <ul style="list-style-type: none"> • Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online. | | |
| <p>Music, Dance and Drama</p> | <ul style="list-style-type: none"> • Schools have the flexibility to decide how music, dance and drama will be provided to pupils attending school while following the measures in their system of controls. • Pupils should continue to have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves, while ensuring that all safeguards are in place to | | |

reduce the risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.

- Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.
- Additionally, schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment.

Performances

- Until further notice, WeST schools will not be holding performances in front of a live audience.

Peripatetic teachers

- Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.
- Peripatetic teachers can move between schools, for instance, but you should consider how to minimise the number of visitors where possible. They will be expected to comply with 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 premises, and secure best value, you could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year.
- If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell. In addition, they should:
 - Maintain distancing requirements with each group they teach, where appropriate.
 - Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing.
 - Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.

Music teaching in schools and colleges, including singing, and playing wind and brass instruments in groups

- When planning music provision for the year ahead, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow are below:

Playing outdoors

- Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.

Playing indoors

- If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation

Singing, wind and brass playing

- Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.

Social distancing

- In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.

Seating positions

- Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.

Microphones

- Use microphones where possible (avoid sharing) or encourage singing quietly.

Handling equipment and instruments

Measures to take when handling equipment, including instruments, include the following:

Handwashing

- Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.

Avoiding sharing instruments

- Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.
- If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment.
- Instruments should be cleaned by the pupils playing them, where possible.

Handling scores, parts and scripts

- Limit handling of music scores, parts and scripts to the individual using them.

Individual lessons and performance in groups

- Individual lessons in music, dance and drama can continue. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures set out above on peripatetic teachers.
- In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.
- Specific safety measures for individual music lessons are set out in the following sections.

Social distancing

- Measures should include specific social distancing between pupil and teacher (current guidance is that if the activity is face-to-face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.

| | | | |
|---|--|--|--|
| | <p><u>Avoid sharing instruments</u></p> <ul style="list-style-type: none"> • Avoid sharing instruments and equipment wherever possible and place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets • If instruments and equipment have to be shared, they should be regularly disinfected (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment. Instruments should be cleaned by the individuals playing them, where possible <p><u>Scores, parts and scripts</u></p> <ul style="list-style-type: none"> • Limit the handling of music scores, parts and scripts to the person using them. | | |
| <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 (COVID19) 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, either to a return to learning at home or being in school without their peers, and some may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be content with the change in circumstances. • The return to remote learning for most will limit pupils' social interaction with their peers, carers and teachers, which may have an impact on wellbeing. • The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school. • 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 | | |

| | | | |
|--|--|--|--|
| | <p>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.</p> <ul style="list-style-type: none"> • Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the designated safeguarding lead or deputy) should follow their child protection policy and part 1 of the statutory safeguarding guidance keeping children safe in education and consider any referral to statutory services (and the police) as appropriate. • 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. | | |
| <p>School Workforce – including non-class-based and support staff. For teaching staff, also refer to the previous sections ‘Measures with the Classroom’ and ‘Wider Measures’</p> | <ul style="list-style-type: none"> • Under the national lockdown, the expectation is that everybody should work from home where possible. School leaders are best placed to determine the workforce that is required in school, taking into account the updated guidance for those staff who are clinically extremely vulnerable. The expectation is that those staff not attending school will work from home where possible. We have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this specific guidance for school settings. The PHE and DHSC endorsed system of controls outlined in this document sets out the measures that school leaders and all school staff should follow. Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced. As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. All staff attending the school setting should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene | | |

| | | | |
|---|--|--|--|
| | <p>and maintaining social distancing in line with the provisions as set out in the 'prevention' section.</p> <ul style="list-style-type: none"> • School leaders should explain to staff the measures the school has put in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to attend school. • If staff are concerned, including those who may be clinically vulnerable or who believe they may be at possible increased risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place. • Staff who are working from home should be signposted to the WeST Homeworking Guidance which includes a Homeworking Risk Assessment and DSE Checklist, available via the Staff Portal. • 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. • All office spaces should be ventilated adequately (please see ventilation section). • All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in section 5 of the 'prevention' section. | | |
| <p>Staff who are extremely clinically vulnerable</p> | <ul style="list-style-type: none"> • Following the reintroduction of shielding, clinically extremely vulnerable staff are advised that they should not attend the workplace. Clinically extremely vulnerable individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). Staff who are identified as clinically extremely vulnerable should follow the published guidance. | | |

| | | | |
|---|--|--|--|
| | <ul style="list-style-type: none"> • Staff should talk to their employers about how they will be supported, including to work from home. Schools should continue to pay clinically extremely vulnerable staff on their usual terms. • Those living with someone who is clinically extremely vulnerable can still attend work where home-working is not possible. | | |
| <p>Staff who are clinically vulnerable</p> | <ul style="list-style-type: none"> • Clinically vulnerable staff can continue to attend school under an individual risk assessment where it is not possible to work from home. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission and adhere to any additional measures in response to their specific circumstances, as detailed by their individual risk assessment. • This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents. People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings. | | |
| <p>Staff who are pregnant</p> | <ul style="list-style-type: none"> • As per national restrictions, staff should work at home where possible. If home working is not possible, pregnant staff and their employers should follow the advice in the Coronavirus (COVID-19): advice for pregnant employees • Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. All pregnant women should take particular care to practise frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. Pregnant women are not advised to be vaccinated against COVID-19. • A workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified must be included and managed as part of the general workplace risk assessment. As part of their risk assessment, employers should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks. | | |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • If a school is notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, the employer should check the workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, the employer must take appropriate sensible action to reduce, remove or control them. • While it is a legal obligation for employers to regularly review general workplace risks, there is not necessarily a requirement to conduct a specific, separate risk assessment for new and expectant mothers. However, WeST Policy is that Pregnant staff must have an individual 'New and Expectant Mothers Risk Assessment incorporating COVID-19'; this may help identify any additional action that needs to be taken to mitigate risks. • This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness from coronavirus (COVID-19). • We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations. • More guidance and advice on coronavirus (COVID-19) and pregnancy is available from the Royal College of Gynaecologists https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy | | |
| <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> | <ul style="list-style-type: none"> • Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19). Where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. The reasons for the disparities 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, their concerns will be discussed and the measures the school is putting in place to reduce risks will be explained. School leaders will 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 may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home. | | |
| <p>Employer health and safety, and equalities duties</p> | <ul style="list-style-type: none"> • Schools have a legal obligation to protect their employees, and others, including children, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to children and staff and help schools to meet their legal duties to protect employees and others from harm. | | |

| | | | |
|-------------------------|--|--|--|
| | <ul style="list-style-type: none"> The Health and Safety Executive published guidance on first aid during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands. | | |
| Supporting staff | <ul style="list-style-type: none"> Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. All employers have a duty of care to their employees, and this extends to their mental health. The Trust and schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about attending school. Resources are signposted regularly via the Wednesday Whistle and available via the WeST Staff Portal 'Mental Health Resources and Support' section (user-name and log-in available from school offices or HR). DfE is also providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers and Wellbeing for Education return programme is available. <ul style="list-style-type: none"> https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers https://www.gov.uk/government/publications/wellbeing-for-education-return-grant-s31-grant-determination-letter The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing: https://www.educationsupport.org.uk/ | | |
| 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. 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> | | |

- 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 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.

| | | | |
|--|--|--|--|
| | <p>Volunteers</p> <ul style="list-style-type: none"> • Volunteers may be used to support the work of the school, as would usually be the case. • It is important that they are properly supported and given appropriate roles. • Where 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. • Mixing of volunteers across groups should be kept to a minimum, and they should remain 2m from pupils and staff where possible. | | |
| <p>Protocol for external visitors</p> | <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. • Face coverings, unless exempt, must be worn by all visitors at all times. • 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. | | |
| <p>Recruitment</p> | <ul style="list-style-type: none"> • Recruitment should continue as usual. • As DfE guidance advises limiting the number of visitors, it may be appropriate for schools to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. • Where face-to-face meetings are arranged, schools should make clear to candidates that they must adhere to the system of controls that schools have in place, including the mandatory wearing of face coverings, unless exempt. • 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. | | |

| | | | |
|--|---|--|--|
| <p>Deployment of ITT trainees and engagement with schools</p> | <ul style="list-style-type: none"> • Schools can continue hosting initial teacher training (ITT) trainees throughout the national lockdown and beyond. While it is understandable that schools will have many priorities at this time, it is important that we protect the pipeline of future teachers. ITT trainees are included in the definition of a critical worker. This means that trainees can continue to go into their school or college on placement to support the teaching of vulnerable children and young people and the children of critical workers. Trainees who continue to go into their host school or college should be offered coronavirus (COVID-19) testing in the same way as the wider school staff. Trainees can also support schools in other ways, including supporting remote education, developing lesson materials and offering pastoral support. ITT providers may be able to provide schools with extra support to host trainees at this time. Schools should contact relevant ITT providers directly to discuss what support is available. Trainees will be expected to follow control measures put in place by schools. • Schools should consider how they can host ITT trainees during this period, 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 ○ 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. ○ | | |
| <p>Safeguarding</p> | <ul style="list-style-type: none"> • Schools must continue to have regard to the statutory safeguarding guidance, keeping children safe in education. • Schools should review their child protection policy (led by their designated safeguarding lead) to reflect the move to remote education for most pupils. In some cases, a coronavirus (COVID-19) annex or addendum that summarises related changes might be | | |

| | | | |
|---------------------------|--|--|--|
| | <p>more effective than rewriting and re-issuing the whole policy. It will be important that all staff working in the school are aware of the revised policy.</p> <ul style="list-style-type: none"> • There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the three safeguarding partners (local authorities, clinical commissioning groups and chief officers of police). We expect all local safeguarding partners to be vigilant and responsive to all safeguarding threats and ensure vulnerable children and young persons are safe – particularly as more children and young people will be learning remotely • It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools there may be operational challenges to this. In such cases, there are two options to consider: <ul style="list-style-type: none"> ○ a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home ○ sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video) • Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site. | | |
| Catering and FSM | <ul style="list-style-type: none"> • During the period of national lockdown, schools should continue to provide meal options for all pupils who are in school. Meals should be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school. • Schools should also continue to provide free school meal support to pupils who are eligible for benefits related free school meals and who are not attending school. Extra funding will be provided to support schools to provide food parcels or meals to eligible children. Where schools cannot offer food parcels or use local solutions, we will ensure a national voucher scheme is in place so that every eligible child can access free school meals while their school remains closed. Further guidance will be provided shortly. | | |
| Breaks/lunches | <ul style="list-style-type: none"> • It is recommended that measures are in place to prevent mixing between class/year group bubbles. • 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"> • No educational visits can take place. | | |

| | | | |
|-----------------------------|---|--|--|
| School Uniform | <ul style="list-style-type: none"> Some schools may feel it is appropriate to relax their uniform policy whilst only certain categories of pupils are attending. This is a decision for school leaders. | | |
| Wraparound provision | <ul style="list-style-type: none"> Schools should continue to offer wraparound provision, such as breakfast and afterschool clubs, for those children eligible to attend school (i.e. children of critical workers and vulnerable children and young people). Resuming this provision is important to ensure that parents and carers who are critical workers can continue to work, as well as to provide enriching activities for vulnerable children that improve their wellbeing or support their education. Schools should also work closely with any external wraparound providers which these pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day. However, where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible. If necessary, it would be appropriate for one staff member to supervise up to two small groups, provided that any relevant ratio requirements are met. Schools may also continue to open up or hire out their premises for use by external wraparound childcare providers, such as after-school or holiday clubs, that offer provision to children of critical workers and/ or vulnerable children. In doing so, schools should ensure they work with providers to consider how they can operate within their wider protective measures and should also have regard to any other relevant government guidance. | | |
| 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. | | |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> • 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. | | |
| Estates | <ul style="list-style-type: none"> • Fire safety management plans should be reviewed and checked in line with operational changes. • Schools should check: <ul style="list-style-type: none"> ○ all fire doors are operational at all times ○ your fire alarm system and emergency lights have been tested and are fully operational • Carry out emergency drills as normal (following social distancing as appropriate) • You should make adjustments to your fire drill to allow for social distancing as appropriate. • Where buildings have been limiting attendance to just vulnerable children and children of critical workers or had reduced occupancy, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. | | |
| 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. • In response to the new CV-19 variant, face coverings should be worn by all staff (unless exempt) during all physical staff meetings. • 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 10-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"> • Face to face Parents' Evenings, Open Evenings etc... cannot take place until further notice. | | |