# Schools coronavirus planning framework

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This initial planning document will need to be adapted to ensure that schools are safe to open.

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**Schools coronavirus planning framework**

This initial planning document will need to be adapted to ensure that schools are safe to open.

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| 1. Put arrangements in place to reduce the spread of virus |

| **Measure to take** | ✓ |
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| Government guidelines are changing as the situation develops. Information in this document is correct at the date of issue - DRAFT 19th May 2020:   * Ensure that you have read and understood the latest Government guidelines and check frequently for updates:   [Opening schools for more children and young people: initial planning framework for schools in England - GOV.UK](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england)  [Planning Guide for Primary Schools](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools)  [Opening schools and educational settings from 1 June to more pupils - guidance to parents and carers](https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june)  [Coronavirus (COVID-19): implementing protective measures in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings)  [Conducting a SEND risk assessment during the coronavirus outbreak](https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance)  [Safe working in education childcare and children's social care including the use of PPE](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe)   * Check the coronavirus information on [Ealing Grid for Learning](https://www.egfl.org.uk/coronavirus) * See also [TFL coronavirus travel information](https://tfl.gov.uk/campaign/coronavirus-covid-?intcmp=62419) |  |
| Carry out a risk assessment before opening. The assessment should directly address risks associated with coronavirus (COVID-19), so that sensible measures can be put in place to control those risks for children and staff. All employers have a duty to consult employees on health and safety, and they are best placed to understand the risks in individual settings. |  |
| A risk assessment should be completed to consider which children and young people with EHCP plans may benefit more from remaining at school than at home. Further guidance available [here](https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance) |  |
| Ensure that all health and safety compliance checks have been undertaken and are up to date before opening:  [Managing school premises which are partially open, during the coronavirus outbreak](https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak)  More detailed government guidance:  [Good estate management for schools](https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety) |  |
| Review Fire Evacuation and Fire Drill procedures   * Assembly Points - mark out assembly point to maintain social distancing * Ensure there are enough fire marshals on site each day to coordinate evacuation * Carry our fire drill as soon as possible to ensure everyone has practiced new procedures.   Refer also to the [key roles in schools](https://www.egfl.org.uk/sites/default/files/Main/Key%20Roles%20in%20Schools%20during%20the%20Coronavirus%20Pandemic%20v5.0%2028th%20April%202020%20%28003%29.pdf) |  |
| Plan parents’ drop-off and pick-up protocols that minimise adult to adult contact |  |
| Refresh the timetable:   * decide which lessons or activities will be delivered * consider which lessons or classroom activities could take place outdoors |  |
| Identify which parts of the school you’ll be using and close off unused parts, to reduce the amount of cleaning. |  |
| In special schools, specialist post-16 only, agree which additional pupils will return irrespective of year groups to achieve a phased return. |  |
| Identify a room that sick pupils can be kept in until parents come to collect them, ideally with:   * A door you can close * A window you can open for ventilation * A separate bathroom they can use (either attached to the room or nearby) |  |
| Make sure staff in school know that they should:   * Move pupils to this room if they’re sick * Wash their hands for 20 seconds after contacting the ill pupil * Ensure first aid staff are fully supported emotionally as they may be anxious dealing with pupils and parents in proximity daily |  |
| Organise classrooms and other learning environments such as workshops and science labs etc, maintaining space between seats and desks where possible |  |
| Childcare settings or early years groups in school should:   * consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing * consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously |  |
| Make sure you have the right number of staff in attendance every day to maintain an appropriate ratio with pupils and to cover any essential staff roles you’ve identified – try to keep class sizes as small as possible. |  |
| Stagger the beginning and end of the school day, so not all pupils enter and leave school at the same time using the same entrances and exits. |  |
| Discourage parents picking up or dropping off their children from gathering at the school gates. |  |

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| 1. During the school day |

| **Measure to take** | ✓ |
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| Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Read the [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) |  |
| Agree ongoing approach for learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups. |  |
| Keep pupils at their desks, away from each other, for as much of the school day as you can, ideally 2 metres (3 steps) apart – try to keep class sizes small so you can achieve this more easily.   * measure classrooms to determine how many pupils can safely use each room * sample classroom layouts to follow on EGFL * office spaces re-designed to allow office-based staff to socially distance. Rotas in place if not possible. |  |
| For primary schools, classes should normally be split into small groups, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). Group sizes will be dependent on space within the room and staffing. If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible. |  |
| For secondary schools, the same principle of halving classes will normally apply. It is also sensible to rearrange classrooms and workshops with sitting positions 2 metres apart. Where very small classes might result from halving, it would be acceptable to have more than half in a class, provided the space has been rearranged. Again, support staff may be drawn on in the event there are teacher shortages, working under the direction of other teachers in the setting.   * recognising for secondary and college settings there will be some subject specialist rotation of staff * agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to ‘catch up’ support * Further guidance specific to secondary schools is expected shortly |  |
| It is still important to reduce contact between people as much as possible, so children, young people and staff where possible, should only mix in a small, consistent group and that small group should stay away from other people and groups. Keep cohorts together where possible and:   * ensure that children and young people are always in the same small groups each day, and different groups are not mixed during the day, or on subsequent days * ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days * ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days |  |
| Avoid any group activities that require pupils to be in close physical contact with each other, such as:  Assemblies – you could deliver these online, even for pupils in school  Certain sports and playground games |  |
| When serving meals:  Stagger lunch times so fewer children are eating in the same area at once  If queuing, set out 2-metre markers on the ground for them to stand on – use tape or cones  Consider the option of meals being taken in class  Dining hall activities to be managed, ultimately by the school and supported by the catering provider. |  |
| When possible, open windows to increase air flow and ventilation.   * prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation |  |
| Consider the requirement for staff to wear business dress and pupils to wear uniform when they return to school?   * Consider easing of laundering school uniform /business clothes (so that newly washed clothes can be worn each day) School Uniform – change of expectation due to need to regularly clean uniform? |  |
| Use outside space:   * for exercise and breaks * for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff * although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read [COVID-19: cleaning of non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) |  |
| For shared rooms:   * use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) * stagger the use of staff rooms and offices to limit occupancy |  |

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| 1. Travelling around the school for staff and pupils |

| **Measure to take** | ✓ |
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| After staff induction, staff in charge of their group should make sure pupils are familiar with all the new procedures and the importance of maintaining social distancing around the school e.g. show them location of sinks and toilets they should use, fire evacuation route, assembly points, how to walk in and out of school and how to walk through corridors etc. Ensure pupils are reminded of behaviour policy and expectations of their behaviour to follow social distancing rules while they are at school.   * Access rooms directly from outside where possible * Consider a one-way system, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors * Ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time * Exercise and take breaks or provide education outdoors, where possible, as this can limit transmission and more easily allow for distance between children and staff * Outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously * Keep groups of pupils together all day, avoid mixing with other groups * Keep the same staff with those groups * Keep the same pupils and staff in the same classroom each day * Where possible ask pupils to use the same desk, laptop and stationery each day * Stagger movement on timetables * Stagger breaks/lesson start and end times so that pupils are not congregating on corridors at same time * Staff should on duty to supervise corridors and rest of the site to ensure social distancing is being maintained * Clear signposting on corridors of social distancing rules. |  |
| Considering the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you’ll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff. The DFE have provided guidance that schools may wish to add to your behaviour policy in Annex A of [Coronavirus (COVID-19): implementing protective measures in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings). In addition, schools may also wish to consider:   * identify any reasonable adjustments that need to be made for students with more challenging behaviour * identify any reasonable adjustments that need to be made for students that do not adhere to the rules or compromise the safety of others under current Covid-19 conditions |  |

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| 1. Cleaning and hygiene |

| **Measure to take** | ✓ |
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| Follow the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)  Ensure that enough handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning areas |  |
| Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal, further guidance on [EGFL coronavirus cleaning](https://www.egfl.org.uk/coronavirus#cleaning)  Ensure all staff and pupils are aware of [good hand washing practices](https://youtu.be/bQCP7waTRWU)  Ensure that all adults and children:   * frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning * clean their hands-on arrival at the setting, before and after eating, and after sneezing or coughing * are encouraged not to touch their mouth, eyes and nose * use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’) * make announcements or incorporate in timetable handwashing * ensure that help is available for children and young people who have trouble cleaning their hands independently * consider how to encourage young children to learn and practise these habits through games, songs and repetition * ensure that bins for tissues are emptied throughout the day |  |
| Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere  Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) |  |

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| 1. Communicating your plan |

| **Measure to take** | ✓ |
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| Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) |  |
| Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend |  |
| Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) |  |
| Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) |  |
| Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful |  |
| Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this |  |

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| 1. Daily cleaning |

| **Measure to take** | ✓ |
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| Use standard cleaning products to clean frequently touched objects and surfaces, including:   * Bannisters * Classroom desks and tables * Bathroom facilities (including taps and flush buttons) * Door and window handles * Furniture * Light switches * Reception desks * Teaching and learning aids * Computer equipment (including keyboards and mouse) * Sports equipment * Toys * Telephones * Fingerprint scanners |  |
| Remove rubbish daily and dispose of it safely. |  |

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| 1. Cleaning if there’s been a suspected case in school |

| **Measure to take** | ✓ |
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| |  |  | | --- | --- | |  | Read the guidance on [implementing protective measures in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments. |  * decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies * decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment) * Staff will need to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing. |  |
| Clean surfaces the person has come into contact with, including:   * Objects which are visibly contaminated with body fluids * All potentially contaminated high-contact areas (e.g. bathrooms, door handles, telephones, grab-rails in corridors and stairwells) * You don’t need to specifically clean public areas they’ve passed through briefly (e.g. corridors) which aren’t visibly contaminated with body fluids |  |
| When cleaning hard surfaces and sanitary fittings, use either:   * Disposable cloths, or * Paper rolls and disposable mop heads |  |
| When cleaning and disinfecting, use either:   * A combined detergent/disinfectant solution at a dilution of 1,000 parts per million available chlorine * A household detergent, followed by a disinfectant with the same dilution as above * An alternative disinfectant, that’s effective against enveloped viruses |  |
| Make sure all cleaning staff:   * Wear disposable gloves and apron * Wash their hands with soap and water once they remove their gloves and apron   If there's a higher level of contamination (e.g. the individual has slept somewhere) or there's visible contamination with body fluids, you might need to provide cleaning staff with a surgical mask, aprons and gloves. The local health protection team's risk assessment will let you know if you need this equipment. |  |
| Wash any possibly contaminated fabric items, like curtains and beddings, in a washing machine. Clean and disinfect anything used for transporting these items with standard cleaning products. |  |
| Launder any possibly contaminated items on the hottest temperature the fabric will tolerate. |  |
| If items can’t be cleaned using detergents or laundering (e.g. upholstered furniture), use steam cleaning. |  |
| Dispose of any items that are heavily soiled or contaminated with body fluids. |  |
| Keep any waste from possible cases and cleaning of those areas (e.g. tissues, disposable cloths and mop heads) in a plastic rubbish bag and tie when full. |  |
| Place these bags in a suitable and secure place away from children and mark them for storage.  Wait until you know the test results to take the waste out of storage. |  |
| If the individual tests negative, put the bags in with the normal waste.  If the individual tests positive, then you'll need a safe and secure place (away from children) where you can store waste for 72 hours.  If you don't have a secure place, you'll need to arrange for a collection for ‘category B’ infectious waste from either your:   * Local waste collection authority (if they currently collect your waste) * Or, by a specialist clinical waste contractor |  |

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| 1. School travel plans |

| **Measure to take** | ✓ |
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| Encouraging parents, children, young people and staff to walk, cycle or use private vehicles, to the education setting where possible   * making staff, parents, young people and visitors aware of the [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) when planning their travel * Consider parking arrangements, safe drop-off locations and cycle storage |  |

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| 1. Induction/ training |

| MEASURE TO TAKE | ✓ |
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| Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).   * once all changes have been made ensure all staff and pupils are inducted into the new changes as soon as they return to school. * training for staff/children/parents on procedures /times for arrival at school and departure from school, and on correct use of masks (particularly difficult for very young children if applicable) * consider children will not have seen each other for a long time and may want to be physically close to friends. Young children will not understand social distancing and are tactile) * educate pupils before they return about the need to stay apart from others. * young pupils – any stories you can share? write? * Ensure pupils are reminded of behaviour policy and expectations of their behaviour to follow social distancing rules while they are at school. * review training needs of staff to carry out their role e.g. first aid |  |

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| 1. Safeguarding and wellbeing |

| **Measure to take** | ✓ |
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| Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities.  [Safeguarding in schools, colleges and other providers](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers) |  |
| Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary.  [Refer to the key roles in schools](https://www.egfl.org.uk/sites/default/files/Main/Key%20Roles%20in%20Schools%20during%20the%20Coronavirus%20Pandemic%20v5.0%2028th%20April%202020%20%28003%29.pdf) |  |
| Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work.  Whilst the scientific guidance is still maintaining that age is still the most important factor, for more advice, read COVID-19: [guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19). Education and childcare settings should endeavour to support this:   * By asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible * although the individual may choose to take on a role that does not allow for this distance if they prefer to do so * If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk |  |
| The DFE has [guidance for special schools, specialist colleges, local authorities and any other settings](https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance) managing children and young people with education, health and care plans, including those with complex needs. This covers recommendations for educational settings, working with local areas and families, on how to assess risks in supporting children and young people. |  |
| Plan the school level response should someone fall ill on site (in line with relevant government guidance).  When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario.  To access testing parents should use the [111 online coronavirus service](https://111.nhs.uk/covid-19/) if their child is 5 or over. They should call 111 if the child is under 5.  Where the child, young person or staff member [tests](https://self-referral.test-for-coronavirus.service.gov.uk/) negative after having displayed symptoms, they can safely return to work, as long as:   * they are well enough * they have not had a high temperature for 48 hours * anyone they live with also tests negative   Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.  As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England’s local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases, a larger number of other children/ young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary. |  |
| Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents. |  |
| Consider options if necessary, staffing levels can’t be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers). |  |
| Identify staff who can’t return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education).   * agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times) * agree staff workload expectations (including for leaders) * put in place measures to check on staff wellbeing (including for leaders) |  |
| When undertaking individual risk assessments for staff, consider any concerns around vulnerability e.g. among people from BAME backgrounds. The exact reasons for the increased risk associated with coronavirus (COVID-19) in BAME populations are not known, and there are several factors that could underlie this. Schools should be especially sensitive to the needs and worries of BAME members of staff, BAME parents and BAME pupils. Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach. This will include:   * discussion with staff to understand any individual needs and concerns, * encouragement to seek testing during the first five days of any COVID-19 symptoms in line with government [eligibility criteria](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) , * use of appropriate PPE for roles/ activities, make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home * where staff need to take sick leave due to COVID-19 related illness, ensuring that they report any symptoms, seek testing; and offering regular follow-up and contact while on sick leave. (link to follow – Staffing Guidance)   Similarly risk assessments for individual pupils and young people should include parents and young people wherever possible |  |
| Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available.  See EGFL [Wellbeing and mental health support during the coronavirus outbreak](https://www.egfl.org.uk/elp-services/health-improvement-schools/wellbeing-and-mental-health-support-during-coronavirus)  Work with your local authority to secure services for additional support and early help where possible (eg, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected. |  |
| **Suspected cases:**  If a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and the [stay at home guidance](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) followed. 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 of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.  There will be a mechanism for communicating with parents & other household members about the need to self-isolate. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario. |  |
| **Confirmed cases:**  If a child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. [Government guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#personal-protective-equipment-ppe-including-face-coverings-and-face-masks) to be followed. |  |
| **First Aid:**  *•* St John’s Ambulance [advice](https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/) followed by first aiders during the Covid-19 pandemic.  *•* Guidance on the number of first aiders required provided [here](https://www.egfl.org.uk/sites/default/files/Main/Key%20Roles%20in%20Schools%20during%20the%20Coronavirus%20Pandemic%20v5.0%2028th%20April%202020%20%28003%29.pdf)  *• Administering first aid and medication risk assessments to be amended by schools*  *•* [*Government PPE guidance*](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-to-work-safely-in-specific-situations-including-where-ppe-may-be-required) *followed.* |  |

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| 1. Other considerations |

| **Measure to take** | ✓ |
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| Work with other school-based provision as necessary (for example, nursery, SEN unit) to ensure policies are aligned where they need to be. |  |
| Agree approach to any scheduled or ongoing building works. |  |
| Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school. |  |
| Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach. |  |