**Schools Autumn Term Coronavirus Planning Framework **

This initial planning document will need to be adapted for individual settings 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. Prepare for all pupils to return in autumn |

| MEASURE TO TAKE | ✓ |
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| School attendance will be mandatory in autumn and the usual rules on attendance will apply. That includes your responsibility to record attendance and follow up on absence.   * On 1 August, the government will pause its advice for vulnerable people to shield, if there's a continued decline in coronavirus transmission rates. This means that pupils affected by those rules should be able to return to school. * However, some pupils may still be unable to attend because they're complying with clinical and/or public health advice given to them (e.g. if they're self-isolating and waiting for a test result). * In that case, schools shouldn't penalise absence and are expected to offer them access to remote education. |  |
| Most staff are also expected to return   * in line with wider government advice, staff should go to work, if they cannot work from home, as long as the workplace is Covid-19 secure. * You should be flexible about how you deploy staff who are clinically vulnerable or clinically extremely vulnerable. If they can't work from home, put them in roles where it's possible to maintain social distancing. * You'll need to conduct safeguarding checks for new staff in person again, rather than carrying them out remotely. |  |

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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 08th July 2020:   * Ensure that you have read and understood the latest Government guidelines and check frequently for updates:   [Guidance for full opening: schools](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools)  [Guidance for full opening: special schools and specialist settings](https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings)  [Actions for early years and childcare providers during the coronavirus (Covid-19) outbreak](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures)  [Guidance for schools and other educational settings on managing premises during the coronavirus (COVID-19) outbreak.](https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak?utm_source=e80531df-190f-4b23-b812-5b0846a10658&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily)  [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)  [Emerging from lockdown is a series of four CIBSE documents available as free downloads](https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown)  [Press release - Majority of children no longer need to shield](https://www.gov.uk/government/news/majority-of-children-no-longer-need-to-shield?utm_source=48c78ca9-42ee-4c8d-9023-40ed76abc650&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily)   * 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 Trade unions where appropriate and 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 individual risks of children and young people with EHCP that are attending a Covid-19 secure school. Further guidance available [here](https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance) |  |
| Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm). |  |
| 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:  [Guidance for schools and other educational settings on managing premises during the coronavirus (COVID-19) outbreak.](https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak?utm_source=e80531df-190f-4b23-b812-5b0846a10658&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily)  [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 sufficient number of 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 |  |
| 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 making contact with the ill pupil * Ensure first aid staff are fully supported emotionally as they may be anxious dealing with pupils and parents in close proximity on a daily basis |  |
| 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.  Where this is not 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.  Schools should make small adaptations to the classroom to support distancing where possible. That 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.  Further examples of social distancing measures for schools to consider will be published on [EGfL](https://www.egfl.org.uk/coronavirus). |  |
| 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) |  |
| Your class groups may need to increase in size. 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 consistent group and that group should stay away from other people and groups.  You may need to increase the size of 'bubbles' to allow everyone to return to school.   * In early years settings, you won't need to arrange children in small consistent groups in autumn, but you should reduce mixing and you may want to keep age groups apart * In primary schools, 'bubbles' may be the size of a full class * In secondary schools: * For pupils in Key Stage (KS) 3, 'bubbles' may be the size of a full class * For pupils in KS4 and KS5, they will likely need to be the size of a year group to allow you to deliver the full range of curriculum subjects (but if you can achieve this with smaller groups, you should do that) * There are no firm rules on group sizes though, and it isn't an 'all-or-nothing' approach - it'll still bring benefits if you implement it partially. So, if some mixing would be necessary, such as for specialist teaching or by putting siblings in different groups, this can still bring benefits. * Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. * Staff can work across different groups in order to deliver the school timetable, but they should keep their distance from pupils and other staff as much as they can (ideally 2 metres apart). |  |
| 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:  School kitchens can continue to operate, but must comply with the [guidance for food businesses on coronavirus (COVID-19)](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19).  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. |  |
| Isolate all drinking fountains at the water source.   * flush regularly to prevent stagnant water * staff and pupils to bring in their own water bottles and identify drinking water outlets for use to fill up water bottles * consider supplying bottled water |  |
| 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 |  |
| It's up to your governing board or trust to decide on school uniform. However, if you've relaxed your uniform policy during coronavirus, the government is encouraging you to return to your usual policy in the autumn. You should take a mindful approach to non-compliance in the case of parents who might be facing financial pressures.  Uniforms won't need to be cleaned any more than usual, or with methods different from normal. |  |
| 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) * Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.   Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.  Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.  Schools should refer to the following advice:   * [guidance on the phased return of sport and recreation](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation) and guidance from [Sport England](https://www.sportengland.org/how-we-can-help/coronavirus) for grassroot sport * advice from organisations such as the [Association for Physical Education](https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf.) and the [Youth Sport Trust](https://www.youthsporttrust.org/coronavirus-support-schools) |  |
| 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 |  |
| Some trips can start again  You can resume non-overnight domestic educational visits. Make sure any trips are in line with protective measures, such as keeping pupils in their 'bubble' and the COVID-secure measures in place at the destination.  Further guidance can be found on EGfL in the: ‘[There and Back Again’ policy.](https://www.egfl.org.uk/facilities/emergency-planning/educational-and-recreational-visits) |  |
| Consider resuming breakfast and after school clubs   * Think carefully about how you can make this provision work alongside your wider protective measures, like keeping pupils in their 'bubbles' when possible. If you can't maintain those same groups, you should use small, consistent groups. * Take a look at the guidance for [[out-of-school settings](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak)](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak?utm_source=13%20July%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19) for more help with this – (it's for clubs running during the summer holidays but you should still find it useful.) |  |

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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 * 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 be 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 & 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 sufficient 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, skin friendly cleaning wipes can be used as an alternative * 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 |  |
| 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 |  |

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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. New measures for responding to infections |

| MEASURE TO TAKE | ✓ |
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| **If someone develops symptoms while at school**   * If a child develops symptoms while on site, 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, with a window opened for ventilation. If this is not possible, they should be moved to an area which is at least two 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, which 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) * Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace * Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings).   **If there's a confirmed case of coronavirus**  Reporting a single case:   1. Contact DfE’s helpline on 0800 046 8687 and select the option for reporting a positive case of coronavirus (Monday to Friday: 8am-6pm, and Sat/Sun:10am-4pm). An advisor will inform you what action is needed based on the latest public health advice, and work through a risk assessment to identify close contacts. 2. Special schools can directly contact Public Health England London Coronavirus Response Cell (LCRC) on 0300 303 0450 for a single confirmed case. 3. Inform Raj Chowdhury ([ChowdhuryR@ealing.gov.uk](mailto:ChowdhuryR@ealing.gov.uk) or 07568 130165) or Steve Dunham ([DunhamS@ealing.gov.uk](mailto:DunhamS@ealing.gov.uk) or 07940 546 263) and the Council’s public health team ([publichealth@ealing.gov.uk](mailto:publichealth@ealing.gov.uk)).   Reporting more than one case in a 14-day period:   1. Contact Public Health England London Coronavirus Response Cell (LCRC) on 0300 303 0450 2. Inform Raj Chowdhury ([ChowdhuryR@ealing.gov.uk](mailto:ChowdhuryR@ealing.gov.uk) or 07568 130165) or Steve Dunham ([DunhamS@ealing.gov.uk](mailto:DunhamS@ealing.gov.uk) or 07940 546 263) and the Council’s public health team ([publichealth@ealing.gov.uk](mailto:publichealth@ealing.gov.uk)).   **Close contact means:**   * Direct close contact - face-to-face contact with an infected person 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 person * Travelling in a small car with an infected person   To help your local health protection team, keep a record of pupils and staff in each group, and any close contact that takes place between children and staff (though this should be a proportionate recording process - you don't need to ask pupils to note down everyone they've spent time with each day, or ask staff to keep definitive records that's overly burdensome).  It is appropriate for schools to communicate with each other if there are siblings from the same family attending another school or educational setting.   * You must not share the names or details of people with coronavirus unless it's essential for protecting others.   **If there's a possible outbreak**   * If there's 2 or more cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, work with your local health protection to decide if additional action is needed. * In some cases, the team may recommend that a larger number of other pupils self-isolate as a precautionary measure, such as the whole year group. * Whole-school closure will not generally be necessary, and you shouldn't consider this except if your local health protection team advises it. * If an outbreak is confirmed, a mobile testing unit may be dispatched to your school. |  |

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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 specially 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) |  |
| **Staff who are clinically vulnerable or extremely clinically vulnerable**  Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. It is expected that this will allow most staff to return to the workplace, although it is advised that those in the most at risk categories to take particular care while community transmission rates continue to fall.  Advice for those who are [clinically-vulnerable, including pregnant women](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people), is available.  Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the [guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19).  School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.  People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.  **Staff who are pregnant**  As a general principle, pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance available for [clinically-vulnerable people](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people).  **Staff who may otherwise be at increased risk from coronavirus (COVID-19)**  Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the [COVID-19: review of disparities in risks and outcomes report](https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes). The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.  People who live with those who have comparatively increased risk from coronavirus (COVID-19) |  |
| 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. |  |
| 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). |  |
| 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 a number of 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 * 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 (for example, 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. |  |
| **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. Reassess your plans in light of the new guidance |

| MEASURE TO TAKE | ✓ |
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| Update your risk assessment  It's a legal requirement for you to revisit and update your risk assessment to:   * Build on the learning to date and practices you've already developed * Consider the additional risks and control measures that you'll need to return to full capacity in the autumn term * An updated version of the risk assessment templates can be found on EGfL |  |
| Make a contingency plan in case of a local outbreak   * If a local area sees a spike in infection rates, your school may be advised to close temporarily for most pupils like before. * If this happens, you're expected to have a contingency plan in place by the end of September to offer immediate remote education for all pupils at home. |  |

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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 approaches. |  |