

[Porter Croft Primary Phase 2 Opening for all pupils](#)
[Risk Assessment](#)

Guidance Documents- November 2020

- Guidance for full opening – schools DfE 2 July 2020
- Guidance for full opening – schools DfE updated 7 August 2020
- **Sheffield City Council –schools COVID-19 Risk Assessment version 9 8 October 2020**
- Sheffield City Council –schools COVID-19 Risk Assessment version 8 1 September 2020
- Sheffield City Council –schools COVID-19 Risk Assessment version 7 July 2020
- What parents and carers need to know about early years providers, schools and colleges in the autumn term – DfE 21 August 2020
- Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak – DfE 20 August 2020
- Early years foundation stage: coronavirus disapplication’s – DfE 1 June 2020
- Checklist for September NEU/GMB/UNISON/UNITE commentary and checklist
- Face coverings and face masks at work during the coronavirus (COVID-19) outbreak – Health and safety executive

Public Health advice to minimise coronavirus (COVID-19) risks

Prevention

- 1) **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.**
- 2) **Where recommended, use of face coverings in schools.**
- 3) **Clean hands thoroughly more often than usual.**
- 4) **Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.**
- 5) **Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.**
- 6) **Minimise contact between individuals and maintain social distancing wherever possible.**

7) Where necessary, wear appropriate personal protective equipment (PPE).

Numbers 1 to 5 must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection

8) Engage with the NHS Test and Trace process.

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

10) Contain any outbreak by following local health protection team advice.

Numbers 8 to 10 must be followed in every case where they are relevant.

As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of control to reduce the risk to the lowest reasonably practicable level.

School employers should have active arrangements in place to monitor that the controls are:

- **effective**
- **working as planned**
- **updated appropriately considering any issues identified and changes in public health advice**

Building

Guidance

- Gov.UK Opening schools for more children and young people :initial planning framework for schools in England (12 May 2020)
- Gov.UK Planning guide for primary schools (14 May 2020)
- DSAT COVID RISK ASSESSMENT
- Zurich Municipal School Site Reopening : Property Risk Management Guidance
- Covid-19 Risk Assessment for School/Childcare settings by Sheffield City Council (19 May 2020)

Risk	Action	Impact
Site examination before pupils start back to ensure classroom and spaces are safe	<ul style="list-style-type: none"> • BC CT to undertake a check list throughout school and to discuss the spaces available for more pupils 	<ul style="list-style-type: none"> • Ensure that the building is safe for opening up to more pupils
Pupils arriving in school and leaving at the end of the day-maintaining social distancing	<ul style="list-style-type: none"> • Staggered times of arrival and departing • Spaces marked on the yard for pupils to stand on • Markings outside the gate for parents to wait at • Pupils wait outside on their lines at the end of the day for parents to collect them SLT to supervise this inflow/exit of pupils 	<ul style="list-style-type: none"> • Pupils enter the yard with no parents • Parents reminded to social distance outside school • Social distance markings for parents to queue
Pupils entering the building, doors propped open at the start of the day and throughout the day where we are able to do this Hand rails to be taped off	<ul style="list-style-type: none"> • Teachers to meet their group and lead them into class one group at a time • Pupils asked not to touch door handles/stair rail on the way in 	<ul style="list-style-type: none"> • Pupils enter the building at a safe distance from each other • Reduce pupils touching door handles and stairs hand rail
Pupils to sit in rows facing the front of the class, they are to have their own equipment in class to reduce contact points Smaller pupils to wear clothing that doesn't require adult supervision.	<ul style="list-style-type: none"> • Desks and chairs to be in rows facing the front of the class (exception FS2 class) • Resource packs of equipment to be on each child's desk (stationary, class guided reading book, worksheets/workbooks) 	<ul style="list-style-type: none"> • Children not allowed to move from their desk throughout the day, where possible, (unless to use the toilet, wash their hands and go outside) • Remind small children - using the correct format that it's not safe to hug / kiss / be in close contact with other children

<p>Pupils not to bring in toys from home.</p> <p>Smaller pupils to understand where possible that it is not safe to hug/kiss/be close to other children.</p>		<ul style="list-style-type: none"> • Parents are encouraged to reinforce social distancing rules at home • Send letters to parents to consider the types of clothes they send their child to school in e.g. elasticated waste trousers, skirts, Velcro shoes / trainers, any clothing that doesn't require adult supervision • Parents are reminded via a letter, newsletter etc. that their child is not allowed to bring toys from home into the setting
<p>What equipment needs to be cleaned and what can be shared within each class bubble?</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Pupils regularly reminded not to share stationary. • 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.

- Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.
 - **Dressing Up Clothes:** For the start of the new academic term we'd advise against the use of dressing up clothes. These involve sharing and children getting in and out of items of clothing, placing some over their heads etc. We'd advise these are not encouraged to be used for the first half term. We will monitor how things progress with wider opening and make a recommendation to start using these after the October half term.
 - **Play Dough:** Any use of play dough must involve each child having their own allocated play dough and no sharing.
 - **Soft Furnishing/Rugs in the classroom/Carpet time:** Where soft furnishing/cushions have been in classrooms etc. we'd recommend that these remain not in use for the start of the academic term. Pupils can still use carpet time if within their bubbles and also it is recommended that the staff member maintains social distancing or some space as much as possible.
- Sand and Water :**
- **Indoor water/outdoor water play:** Whilst the use of soapy water reduces Covid risk, when doing water play children must be stood side by side not facing each other.

- **Indoor sand:** Only children from the same bubble can use sand. Once used by a bubble the sand must not be shared between classes. During sand play if more than one child is playing with the sand, they must be stood side by side and not face to face.

- **Outside sandpits:** Only children from the same bubble can use the sandpit. If more than one child is accessing the sandpit, they should be positioned side by side and not face to face. If the sandpit is to be used by another bubble during the academic year the sandpit will need all sand removed, the sandpit cleaned, and new sand put in its place.

School Staff

- **During lockdown transmission in school settings was highest between staff to staff.**

- Therefore, protective measures in place must apply to staff as well as pupils. The Public Health team continue to remind settings that it is vital that staff maintain and adhere to the guidance as much as possible throughout the academic year

		<ul style="list-style-type: none"> Senior Leadership teams should continue to reinforce the importance of staff:
Maintaining social distancing at all times between professionals	<ul style="list-style-type: none"> Regular washing of hands, good infection prevention control Not sharing food or making drinks for one another Staff not mixing across bubbles and maintaining their own staffing bubble where possible Anyone with symptoms getting a test Not car sharing with colleagues where possible 	
Tissues to be available in class and bins with lids to reduce the risk of contamination	<ul style="list-style-type: none"> Bins with lids in each classroom Tissues available for pupils to use 	<ul style="list-style-type: none"> Stop the spread of infection through the use of tissues and bins
Windows to be open in classroom and doors propped open to provide ventilation	<ul style="list-style-type: none"> Windows to be opened by staff in their own rooms. Where windows are frequently opened and closed these should be seen as a 'regular touch points' and must be cleaned with the appropriate frequency. 	<ul style="list-style-type: none"> Provide ventilation throughout school
Resources to be packed away to limit contact points	<ul style="list-style-type: none"> Staff to pack up classrooms before children start school, boxes to be stored in class where possible 	<ul style="list-style-type: none"> Resources to be packed away to keep equipment in use at a minimum
Children's toilets to be used when necessary ensuring restricted contact of pupils from other classes	<ul style="list-style-type: none"> Pupils may use the toilet if necessary, 1 at a time, to be monitored by staff from their own class, keeping a safe distance from other people 	<ul style="list-style-type: none"> To reduce people interacting further around school
Stairwells to have restricted use by staff and pupils to maximise social distancing	<ul style="list-style-type: none"> The back stairwell is for staff only to use and to ensure that they keep a safe distance from other members of staff at all times 	<ul style="list-style-type: none"> To maintain social distancing as much as possible throughout the day

	<ul style="list-style-type: none"> • The front stairwell will be used by the 4 classes at staggered times to ensure social distancing is maintained 	
Movement around school.	<ul style="list-style-type: none"> • Movement around the school site must be kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. • Movement between classrooms / on corridors should be done in a phased way to maintain social distancing where possible • Where possible one way up / down rules should be implemented on all staircases, and carried out in a “phased way” – one class at a time to ensure social distancing where possible • Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups) • You should ensure that spaces are available and used to help staff to distance from each other. 	<ul style="list-style-type: none"> • See timetables for staggered break/lunch times. • Staff can use the hall for breaktimes.
Staffroom to be out of bounds to restrict social interaction	<ul style="list-style-type: none"> • Staffroom to be out of use, unless staff need the toilet, when it should be only 1 person in at a time • Personal belongings, including drinks and lunch to be kept with staff in their own classroom 	<ul style="list-style-type: none"> • Staff to use common sense to assess themselves if they can use the toilet safely
Hall is for limited use by staff in order to have a meeting point at a safe distance during break times	<ul style="list-style-type: none"> • Hall to be set up with tables so that staff may sit with social distance measures in place on their breaks 	<ul style="list-style-type: none"> • To provide staff with a communal place to eat their lunch safely

Library areas upstairs are not to be used to reduce contact points	<ul style="list-style-type: none"> • Areas to be taped off so that access is restricted and contact points are reduced 	<ul style="list-style-type: none"> • Reducing contact points throughout school
Resource area (Y6 classroom) to be available for staff to access 1 member at a time	<ul style="list-style-type: none"> • Door if possible to be propped open throughout the day so that staff may enter this area, one at a time • Resources to be wiped clean after use when returned to the resource cupboard 	<ul style="list-style-type: none"> • Staff to use their common sense when entering this area if there is no one else in there, only to be used if absolutely necessary during the day • Resources are to be collected /returned at the end of the day in order to be ready for the next days lessons
Paper resource area on the back stairwell to be accessed by staff members only when necessary to prevent social contact	<ul style="list-style-type: none"> • Paper resources to be collected if possible on one visit for the week 	<ul style="list-style-type: none"> • Maintain social distancing throughout the day, use in out of school hours if possible
Photocopier area to be used by 1 member of staff at a time and to be wiped clean after use to limit contact points	<ul style="list-style-type: none"> • Staff to send copying in bulk, ideally before/after the school day when pupils are in • Resources to be ready for the next day and in class to limit movement around school 	<ul style="list-style-type: none"> • Limiting movement around school by lots of different staff
School office area to be completely out of bounds to all staff, except office staff to reduce social contact	<ul style="list-style-type: none"> • No one is allowed in the office at ANY point • Office staff to be contacted by phone or emails or through CT • Phone calls made by SLT to be made in their own office • Resources to be requested via phone/email and then they will be left out in the entrance hall for collection • Spare resources to be kept in class for teachers to use 	<ul style="list-style-type: none"> • Reduce contact with staff members • Staff need to be organised in advance to ensure there is no need to ask for equipment throughout the day
Disabled toilet area to be restricted in use for staff members only to reduce contact points	<ul style="list-style-type: none"> • Children are not to use this area, unless there has been an accident (see health and safety section) 	<ul style="list-style-type: none"> • Reduce contact points throughout school


	<ul style="list-style-type: none"> • Lid to be down when flushing the toilet 	
PE shed access is to be restricted, teachers may gather PE equipment and keep this in their class to reduce contact points	<ul style="list-style-type: none"> • Staff may gather PE equipment and store it safely in their rooms to take out with their class, this needs to be washed after use in their own classrooms at the end of the day, pupils maybe allocated their own personal equipment 	<ul style="list-style-type: none"> • PE equipment usage to be kept at a minimum, stored and cleaned in classrooms wearing gloves • Children may have their own personal piece of equipment to use, contact sport is permitted within your own class bubble
Posters to be displayed around school to inform people of the health and safety measures	<ul style="list-style-type: none"> • (e-Bug) Horrid Hands • Super sneezes • Hand Hygiene • Respiratory Hygiene • Microbe mania • Public Health England –Guide to donning and doffing standard PPE • PHG-Educational guidance • Leave a safe space poster 	<ul style="list-style-type: none"> • Information to be shared and adhered to throughout the school • Information to reassure staff and pupils of the necessary health and hygiene procedures
The yard area will be sectioned off for pupils to use at break-times to minimise contact and for when they arrive in school	<ul style="list-style-type: none"> • Yard area to be sectioned for outdoor play areas • Y1, Y2 pupils to have their own spaces outside FS2 Y1 Y2 • Classes to be marked outside for pupils to stand at the start and the end of the day 	<ul style="list-style-type: none"> • To ensure that pupils are kept at a safe distance whilst outside • To ensure that the climbing area is not in use, nor are the tables and seating areas to be used
The water fountain is to be used by adults only, pupils will have access to their own water bottles to reduce contact points	<ul style="list-style-type: none"> • pupils to have their own bottles in class • pupils water bottles will be washed in the dishwasher weekly 	<ul style="list-style-type: none"> • Pupil's to have clean water daily provided by the class staff
Use of the sensory room to be used if appropriate by 1 pupil 1 adult (only if necessary for the pupils mental health and wellbeing)	<ul style="list-style-type: none"> • Targeted pupils to be identified and the staff member to accompany them • Only to be used if social distancing can be maintained • Consider cleaning equipment after use (perhaps this needs to be stored away? Or not to use the room at all) 	<ul style="list-style-type: none"> • Can this session be held in a different place? Consider meeting room instead • Impact on the child and adults mental health wellbeing needs to be considered

Health and Hygiene Safety

Guidance

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Risk	Action	Impact
<p>Keeping contact surfaces and staff, pupils clean at all times – hand washing</p>	<ul style="list-style-type: none"> • 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. • Handwashing soap to be in every classroom, toilet area • Hand sanitizer in the entrances to school • Wipes available in the photocopying room • Children to wait turn at desk to remove queues for hand washing • Turn off taps using the paper towel 	<ul style="list-style-type: none"> • Hand washing to have a high priority throughout the day and throughout school • (COVID-19) is an easy virus to kill when it is on the skin. This can be done with soap and running water or hand sanitiser • Ensure that hand gels, sanitizers and wipes are available for staff and pupils to regularly use • Small 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 • building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them • Encourage staff and pupils to regularly wash their hands thoroughly with soap and water for at least 20 seconds https://www.who.int/gpsc/clean_hands_protection/en/


		<ul style="list-style-type: none"> • Ensure approved cleaning products are available to clean hard surfaces regularly throughout the day. • All cleaning products should be stored out of the reach of children. • All cloths and wipes should be doubled bagged and put in the external waste <div style="text-align: center;">  <p>Cleaning Guidance for Schools.docx</p> </div>
<p>Cleaning of door handles, doors throughout school to maintain high standards of hygiene</p>	<ul style="list-style-type: none"> • Doors and communal surfaces to be cleaned throughout the day, as pupils have entered in the morning, before and after break times 	<ul style="list-style-type: none"> • Hard surfaces to be cleaned prior to disinfecting • A combined detergent disinfectant solution or chlorine-based cleaner is to be used • Extra attention is to be given to frequently “Touched” areas and surfaces, e.g. doors, toilets, door handles, phones, light switches and door fobs, keyboards, whiteboards etc. • Hand towels and hand wash area to be checked and replaced as needed by the cleaning and caretaking staff. • Enhance the cleaning regimes for toilet facilities, particularly door handles, locks and the toilet flush, etc. • Only cleaning products supplied by the school are to be used • Bin liners should be used in all bins • Ensure that all COSHH assessments are carried out for all cleaning products • Staff are trained in the safe use of cleaning products

		<ul style="list-style-type: none"> • Ensure that all cleaning products are stored safely and out of the reach of pupils • The correct PPE should be worn at all times by the Cleaning staff and disposed of by double bagging and put in the external waste
Cleaning of toilets to ensure hygiene is maintained, regular checking of all toilet areas by BC	<ul style="list-style-type: none"> • Toilets checked regularly and cleaned, especially taps and toilet seats and doors • Lids to be down when flushing the toilet if this is possible 	<ul style="list-style-type: none"> • Keep surfaces as germ free as possible throughout the day
Accidents by children to be reported and cornered off to be cleaned by BC and cleaners	<ul style="list-style-type: none"> • BC to clean accident areas and to maintain checks throughout the day 	<ul style="list-style-type: none"> • Keep surfaces as germ free as possible throughout the day
The use of PPE equipment guidance when having close contact with pupils and it is necessary to use it	<ul style="list-style-type: none"> • Staff are not required to wear PPE and are to stick to the social distancing guidelines • PPE is to be used if this is the normal requirement for dealing with pupils with a first aid or accident issues • School will provide PPE for staff when necessary, this will be kept in the entrance hall • 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 	<ul style="list-style-type: none"> • PPE will be available for staff to use when necessary • Refer to guidance on safe working in education, childcare and children’s social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use • 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

	<ul style="list-style-type: none"> • 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>Wearing face mask in school.</p>	<ul style="list-style-type: none"> • In primary schools where social distancing is not possible (in areas outside of classrooms between members of staff or visitors, for example in staffrooms) wearing face coverings in these circumstances is advised. • If staff wish to wear face coverings this should be supported by Headteachers and not discouraged. See HSE website • All settings should continue to reinforce key COVID-19 messages as sometimes when face coverings are worn other measures tend to reduce and people can feel a false sense of security, causing them to socially distance less and reduce the number of times they wash their hands. • Therefore please continue to reinforce key messages of good infection prevention control and maintaining social distancing where possible. <p>https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</p>	<p>Safe wearing and removal of face coverings</p> <p>Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.</p> <p>Safe wearing of face coverings requires cleaning of hands before and after touching – including removing or putting them on – and the safe storage of them in individual, sealable plastic bags between uses. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p> <p>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> <p>Safe wearing and removal of face coverings</p> <p>Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.</p>

		<p>Safe wearing of face coverings requires cleaning of hands before and after touching – including removing or putting them on – and the safe storage of them in individual, sealable plastic bags between uses. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p> <p>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> <p>Further guidance on face coverings</p> <ul style="list-style-type: none"> • Safe working in education, childcare and children's social care provides • Face coverings in education settings
<p>What to do if adults/pupils wear masks to school.</p>	<ul style="list-style-type: none"> • Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. • Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. 	<ul style="list-style-type: none"> • Plastic wallets are provided for face masks to be placed into them and kept on the pupils desk.
<p>School uniform and PE kits.</p>	<ul style="list-style-type: none"> • Pupils are expected to wear school uniform in September. 	<ul style="list-style-type: none"> • Uniforms should not require adult supervision to unfasten when using the toilet.

	<ul style="list-style-type: none"> • They will be informed of their PE days and will be able to come to school in their PE kits ready for the lesson. 	<ul style="list-style-type: none"> • PE kits maybe worn on PE days to reduce personal contact in class and limit extra resources being brought in from home.
<p>The use of tissues and lidded bins in classrooms will be in place for the ‘catch it, bin it, kill it’ approach to be implemented</p>	<ul style="list-style-type: none"> • Classrooms will have bins with lids for the use of disused tissues • Bins are to be double bagged and emptied daily 	<ul style="list-style-type: none"> • To ensure germs are contained and removed safely
<p>Children to be taught the need for strict hygiene rules, such as the ‘catch it, bin it, kill it’ approach Coughing, spitting towards other people is not acceptable (see behaviour policy)</p>	<ul style="list-style-type: none"> • Children to be clear on personal hygiene rules • Understand to wash their hands regularly and not touch surfaces or equipment unless directed to • Pupils needing help to wash their hands should be taught as a whole group so they know what to do independently 	<ul style="list-style-type: none"> • Behaviour policy to reflect the serious nature of any misconduct and parents to be made aware too • 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. • 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 the school operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.
<p>Using the photocopier safely by staff members at separate times to reduce contact, cleaning wipes available to wipe the machine</p>	<ul style="list-style-type: none"> • Staff to use the photocopier if at all possible once children are not in the building and to be sent in bulk requests • Staff will have wipes available to wipe the machine down each time they have used it • Staff are only to use this area 1 at a time 	<ul style="list-style-type: none"> • Minimise staff interaction • Have resources ready for the entire day/week at one time • Staff to use their common sense to maintain social distancing when using this area

<p>Administering basic first aid to pupils when necessary to minimise risk</p>	<ul style="list-style-type: none"> • Staff to administer first aid to their own group of pupils where possible • Staff have available PPE to use to do so • Staff to encourage pupils to wipe their own cuts and apply plasters (as they routinely do), however, if a child is unable to do this, staff can assist them 	<ul style="list-style-type: none"> • Minimise social contact throughout school  <p>First Aid Administration of Mec</p>
<p>Serious first aid incidents, staff to follow normal procedures, office staff, CT informed , ambulance, parents called if necessary (see school first aid policy)</p>	<ul style="list-style-type: none"> • Continue to follow the existing policy in times of a serious incident 	<ul style="list-style-type: none"> • Ensure that the policy is followed and incidents are dealt with safely
<p>Paediatric first aiders</p>	<ul style="list-style-type: none"> • Staff identified and their role shared 	<ul style="list-style-type: none"> • Ensure that people know who these first aiders are
<p>Fire drills in place to ensure that everyone knows their own route out of the building and where to assemble</p>	<ul style="list-style-type: none"> • Staff to be informed of their groups exit route and meeting point on the yard • Staff to have their own groups to be responsible for checking that they are all out of the building • All staff to exit the building safely and to meet on the yard • Key staff members to sweep certain areas • BC to have key role in ensuring that the building is safe 	<ul style="list-style-type: none"> • Minimise social contact of exiting the building where possible • Ensure all staff and pupils are safely out of the building • Ensure office staff have registers ready to check everyone is out and accounted for • Fire drills to be conducted when it is appropriate to do so
<p>Administering medicines to pupils must be done with social distancing in mind where this can be done to reduce social contact</p>	<ul style="list-style-type: none"> • Medicines to be given with social distancing conditions in mind where possible • If it is appropriate PPE can be worn when administering medicines • Staggered time to administer medicines should be implemented • Wash hands and clean areas afterwards 	<ul style="list-style-type: none"> • To be able to administer medicines safely and ensure that strict hygiene rules are followed • Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance

- Clinical waste and PPE to be disposed of by double bagging and put in clinical waste or external bins



Signs of Covid -19


Guidance

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- Covid-19 Risk Assessment for School/Childcare settings by Sheffield City Council (19 May 2020)

Risk	Action	Impact
If staff or pupils become unwell with a new continuous cough, or a high temperature, or a change in their normal sense of taste or smell, or have tested positive in the last 10 days, they should stay at home	<ul style="list-style-type: none"> • Inform school and self- isolate for 10 days • Fellow household members should self-isolate for 14 days • They are eligible to get a test, using the phone number 111 • If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms. • Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online 	<ul style="list-style-type: none"> • New cases should be reported and self -isolation carried out to limit the spread • The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand the quickest and easiest way to get a test. • By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff that

	<p>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.</p>	<p>have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested.</p> <ul style="list-style-type: none"> • Advice will be provided alongside these kits. • Schools should ask parents and staff to inform them immediately of the results of a test and follow this guidance.
<p>If a staff member or child becomes unwell on site they must be sent home</p>	<ul style="list-style-type: none"> • The child must be isolated behind a close door until their parent/carer comes to collect them • A staff member must be 2 m apart from the child and the windows should be opened • If they need the toilet they must use the disabled toilet which then needs to be cleaned thoroughly after use • Staff dealing with this child must wash their hands thoroughly, they do not need to go home unless they too develop symptoms • Staff may need to wear PPE if they cannot maintain 2m distance from the child 	<ul style="list-style-type: none"> • Staff need to be protected and the child needs to be collected immediately • Cleaning is required of the areas contacted • 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 • Cleaning an area with normal household disinfectant after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people • Wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished. • Using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles

		<ul style="list-style-type: none"> • if an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron
<p>Child or staff member tests positive for corona virus</p>	<ul style="list-style-type: none"> • See: COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber. <div data-bbox="860 528 909 592" data-label="Image"> </div> <p>COVID-19 Schools Resource Pack Sheffield</p> <ul style="list-style-type: none"> • Schools should ask parents and staff to inform them immediately of the results of a test: • See flowcharts for staff and pupils return to work/school <p>Flowchart describing return to work Covid test - Asymptomatic worker</p> <div data-bbox="752 1094 810 1153" data-label="Image"> </div> <p>Flowchart_for_return_to_work_aymptoma</p> <p>Flow chart describing return to work following a Covid test Symptomatic worker</p>	<ul style="list-style-type: none"> • You must ensure that staff members and parents/carers understand that they will need to be ready and willing to: • Book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and 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) • If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.

	 <p>Flowchart_for_return_to_work_symptoma</p> <ul style="list-style-type: none"> • The PHE health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious 	<ul style="list-style-type: none"> • If someone tests positive, they should follow the 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.
<p>Containing outbreaks and procedures to follow.</p> <ul style="list-style-type: none"> • If you have two or more confirmed cases within 14 days or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak, and must continue to work with colleagues in public health who will be able to advise if additional action is required. 	<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • 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.

	line with routine public health outbreak control practice.	
Household members of contacts who have been sent home to self-isolate, due to a positive test in their bubble.	<ul style="list-style-type: none"> do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 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 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. If the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection
Reporting positive COVID-19 tests to the Local Authority.	<ul style="list-style-type: none"> In order to monitor Positive Cases of COVID-19 settings are requested to provide a daily Situation Report to Sheffield Local Authority. This will enable case, cluster and outbreak monitoring as well as to provide bespoke support to individual settings from the LA Public Health Team where appropriate. Each setting is required to identify 2 lead names and provide contact details for these individuals. They will be contacted if management of COVID-19 cases and outbreaks is required. 	<ul style="list-style-type: none"> Lead names are CT and SH
<ul style="list-style-type: none"> Contacting the local health protection team. 	<ul style="list-style-type: none"> Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). 	<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.

- Schools should report positive cases through to the DfE helpline: DfE helpline for COVID-19: 0800 046 8687 (option 1 for cases): Available Monday- Friday
- 8 a.m. to 6 p.m. Saturday and Sunday from 10 a.m. – 4 p.m.
- Sheffield LA Public Health Team COVID – 19 STORM phone line is available for early years settings, Schools, FE and Universities – 0114 2735334 (available Monday-Friday 9 a.m. – 5p.m.)
- For all COVID-19 related queries please email: PublicHealthC&YP@sheffield.gov.uk (monitored 7 days a week)
- Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.
- The DfE helpline, LA Public Health team and PHE 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.
- Positive cases are identified 7 days a week and outbreaks and clusters can require intervention outside of core business hours. There may be occasion where the LA Public Health Team or PHE need to

- The health protection team will work with schools in this situation to guide them through the actions they need to take.
- Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:
 - direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
 - proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
 - travelling in a small vehicle, like a car, with an infected person
- The health protection team will provide definitive advice on who must be sent home.
- To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 6 of the system of control for more on grouping pupils).
- This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

When you call for advice, please have the following information to hand relating to the positive coronavirus

contact you out of hours therefore it is essential that Schools provide a single point of contact to the Local Authority Public Health Team to enable a rapid response both for weekends and school holidays

- Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.
- 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.
- 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

(COVID-19) case in your setting as you will need to discuss this with the call adviser:

- the number of positive cases in your setting, whether the person who tested positive is displaying symptoms and if so, the date of the onset of the symptoms (if known)
- the dates that the person who tested positive was in attendance at the setting so that we can identify if the person was infectious whilst on site
- for key stage 2, 3, 4 and 5, the seating plan for all lessons, and (where relevant) the timetable, for the person who has tested positive. This will help to support identification of close contacts with that person
- for key stage 2, 3, 4 and 5, if the person who has tested positive is a member of staff, records of any instance of close contact with other members of staff or students
- if the person who has tested positive is a pupil, records of any definite face to face contact with the individual and details of their friendship group within the setting

You should continue to inform the local authority of a positive case in your setting.

Definition of a contact taken from the School SOP (Sept 2021)

A 'contact' is a person who has been close to someone who has tested positive for COVID-19 anytime from 2 days

to be carefully considered in light of all the circumstances and the current public health advice.

- Further guidance is available on testing and tracing for coronavirus (COVID-19).












before the person was symptomatic up to 10 days from onset of symptoms (this is when they are infectious to others). For example, a contact can be:

- a person who has had face-to-face contact (within one metre), with someone who has tested positive for COVID-19, including:
 - being coughed on
 - having a face-to-face conversation within one metre
 - having skin-to-skin physical contact, or
 - contact within one metre for one minute or longer without face-to-face contact
 - a person who has been within 2 metres of someone who has tested positive for COVID-19 for more than 15 minutes

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 the 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 a broad curriculum (especially at secondary)
- It is likely that for younger children the emphasis will be on separating groups and for older children, it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.

Stay Safe Sheff
Coronavirus (COVID-19)
Recognising Symptoms

Symptom	Coronavirus <small>Symptoms range from mild to severe</small>	Cold <small>Gradual onset of symptoms</small>	Flu <small>Rapid onset of symptoms</small>
 Fever <small>(37.8C or above)</small>	Common	Rare	Common
 Coughing	Common <small>(usually dry)</small>	Mild	Common <small>(usually dry)</small>
 Change in sense of taste/smell	Common	Sometimes	Sometimes
 Sneezing	No	Common	No
 Aches and pains	Sometimes	Common	Common
 Runny or stuffy nose	Rare	Common	Sometimes
 Sore throat	Sometimes	Common	Sometimes
 Diarrhea	Rare	No	Sometimes <small>(for children)</small>
 Headaches	Sometimes	Rare	Common
 Shortness of breath	Sometimes	No	No
 Tiredness	Sometimes	Sometimes	Common

Source: World Health Organisation, Centers for Disease Control and Prevention
 3/10/21

Sheffield City Council

What should we do if there is an emergency in school?	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Ensure the emergency services are contacted when necessary.
Should we routinely take temperatures?	Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19)	Not recommended action

Staff risk assessment (visitors and volunteers)

Guidance


- Gov.UK Opening schools for more children and young people :initial planning framework for schools in England (12 May 2020)
- Gov.UK Planning guide for primary schools (14 May 2020)
- Gov. UK Coronavirus (COVID-19): implementing protective measures in education and childcare settings (12 May 2020)
- Sheffield Covid-19 Risk Assessment (19 May 2020)

Risk	Action	Impact
In order to limit contact with non-employees, visitors and volunteers are not allowed on site until further notice	<ul style="list-style-type: none"> Visitors will be questioned via the intercom system and will be refused entrance unless they have an appointment They will be advised to call or email school about any queries they may have 	<ul style="list-style-type: none"> Reduce contact in school

<p>The office staff will not open the glass window so that this can act as a shield if they need to talk to people</p>	<ul style="list-style-type: none"> • Visitors will not be allowed on site unless they have a valid reason and then they will be expected to talk through the glass window 	<ul style="list-style-type: none"> • Reduce contact with external visitors
<p>Visitors will not sign in themselves the office staff will fill out the signing in book for them to reduce contact points</p>	<ul style="list-style-type: none"> • If a visitor has to be let on site, office staff will sign in for them • Visitor book and pen to be removed from the entrance hall 	<ul style="list-style-type: none"> • Reduce contact points
<p>External teachers returning to school will be expected to social distance from pupils as much as possible.</p>	<ul style="list-style-type: none"> • Music and SUFC sessions can now take place in school, the teacher will need to socially distance themselves. 	<ul style="list-style-type: none"> • Maintain social distancing
<p>Reading volunteers, student placements and TA placements will be on hold at this present time to reduce contact</p>	<ul style="list-style-type: none"> • No volunteers or placements in school will help to continue to reduce contact risk 	<ul style="list-style-type: none"> • Maintaining social distancing to an absolute minimum
<p>After school club and breakfast club will restart in September.</p> <p>(see separate risk assessment)</p>	<ul style="list-style-type: none"> • Parents will not be allowed on site, children will be taken to the gate at the end of the session. • Pupils will be let in for breakfast club at the gate. • All food items are taken to the pupils seating area by a member of staff • All food items and utensils are collected by staff and handed over to the catering staff • All tables, chairs, hard surfaces etc. are cleaned with an approved product 	<ul style="list-style-type: none"> • Tables are to be set up in the hall for each year group to keep pupils in their own bubble. • Outdoor play will be for pupils to play with their own class • Reduce the risk of children mixing with more children than their allocated group • Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as much of this will be useful in planning extra-curricular provision. • This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible.

		<ul style="list-style-type: none"> Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE has also issued guidance for parents and carers, which schools may want to circulate
Supply teachers will be employed if we cannot cover the class internally.	<ul style="list-style-type: none"> Supply cover will be used, if internal cover cannot be arranged 	<ul style="list-style-type: none"> To reduce social contact with external agencies
Staff deployment	<ul style="list-style-type: none"> We may need to alter the way in which we deploy our staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term. CT will discuss and agree any changes to staff roles with individuals. 	<ul style="list-style-type: none"> 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.
Deploying support staff	<ul style="list-style-type: none"> Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • 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 redeployment should not be at the expense of supporting pupils with SEND. 	<ul style="list-style-type: none"> • This includes ensuring that safe ratios are met and specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.
<p>Recruiting staff</p>	<ul style="list-style-type: none"> • Recruitment should continue as usual. The government's Teaching Vacancies service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly. • 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. 	<ul style="list-style-type: none"> • The DfE teaching blog provides some information on the experience of implementing interviews remotely. • There is also advice that can be sent to candidates on how to prepare for remote interviews
<ul style="list-style-type: none"> • A staff risk assessment has been carried out to ensure staffing levels are adequate to reopen for more pupils (see separate staffing level document and guidance) 	<ul style="list-style-type: none"> • Staff have been assessed about their status to be able to return to work and this has been discussed with individual staff members 	<ul style="list-style-type: none"> • This has been conducted to ensure there are appropriate staffing levels in school • Staff have been allocated a group and a classroom within which to work to reduce movement around school

	<ul style="list-style-type: none"> • Staff have been assigned to a group and a classroom in order to reduce movement around school • Staff will have planning time and discussion time to ensure they understand the new system • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. 	<ul style="list-style-type: none"> • This may mean they are working in a different classroom and with a different year group • There will be planning and discussion time before pupils return to school • Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). • 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. • When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. • See information on protective bubbles in Primary Schools <div style="text-align: center;">  <p>Establishing Protective Social Bubl</p> </div>
<p>Lunchtime staff will return to work on the 1st September (see lunchtime section)</p>	<ul style="list-style-type: none"> • Teachers and teaching assistants will assist with lunchtime duties • This will be given out in advance with expectations (cover will be half an hour each) 	<ul style="list-style-type: none"> • This will reduce the number of adults pupils come into contact with • This system will ensure all staff have their entitlement to half an hour lunch break

Cleaning staff will return and clean classrooms after school has closed for pupils daily, to ensure the safety of staff and pupils	<ul style="list-style-type: none"> Cleaners will clean the classrooms and other areas in school every day to maintain hygiene levels 	<ul style="list-style-type: none"> Cleaning will be on going throughout the day and rooms thoroughly cleaned at the end of the day
ICT technician will return to school on 7 September and will be available via e-ticket to resolve any IT issues	<ul style="list-style-type: none"> IT issues need to be emailed and logged electronically Tom is not be to approached in his room whenever possible 	<ul style="list-style-type: none"> Maintain social distancing for Tom to work safely in school Continue to have IT support available on Mondays in school
Staff leaving the school site at lunchtimes must ensure they adhere to social distancing and hand hygiene.	<ul style="list-style-type: none"> They must avoid supermarkets, petrol stations, areas where large numbers are expected to congregate. 	<ul style="list-style-type: none"> To reduce social contact during the school day outside of school to ensure the safety of everyone is priority
The behaviour policy is to be made clear, along with the handwashing and hygiene rules. This is to be sent to parents too.	<ul style="list-style-type: none"> Behaviour guidelines to be made clear to all staff before pupils return 	<ul style="list-style-type: none"> This is to ensure the safety of staff and pupils and guidelines are in place

Pupil risk assessment

Guidance

- Gov.UK Opening schools for more children and young people :initial planning framework for schools in England (12 May 2020)
- Gov.UK Planning guide for primary schools (14 May 2020)
- Gov. UK Coronavirus (COVID-19): implementing protective measures in education and childcare settings (12 May 2020)
- Covid-19 Risk Assessment for School/Childcare settings by Sheffield City Council (19 May 2020)

Risk	Action	Impact
School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply.	<ul style="list-style-type: none"> parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; schools' responsibilities to record attendance and follow up absence the availability to issue sanctions, including fixed penalty notices in line with the local authorities' code of conduct communicate clear and consistent expectations around school attendance to families (and any other professionals who 	<ul style="list-style-type: none"> Ensure that all pupils are back in school and that there is a record kept of any absences.

	<p>work with the family where appropriate) throughout the summer ahead of the new school year</p> <ul style="list-style-type: none"> • Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic 	
<p>Grouping children into bubbles.</p>	<ul style="list-style-type: none"> • Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. • 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. • At primary school and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. • Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. 	<ul style="list-style-type: none"> • They have been used in schools in the summer term in recognition that children, especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. • However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching • If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19). • Both the approaches of separating groups and maintaining distance are not ‘all-or-

	<ul style="list-style-type: none"> • When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group. • 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. 	<p>nothing' options and will still bring benefits even if implemented partially.</p> <ul style="list-style-type: none"> • Teachers in primary schools can still work across groups if that is needed to enable a full educational offer.
<p>Pupils who are shielding or self- isolating.</p>	<ul style="list-style-type: none"> • small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) • if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). • some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their 	<ul style="list-style-type: none"> • Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding • Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, it is expected that schools will be able to immediately offer them access to remote education. Schools should monitor engagement with this activity • Where children are not able to attend school as parents are following clinical and/or public

<p>Consider pupils and families who are anxious about returning to school.</p>	<p>health professional before returning to school in September</p> <ul style="list-style-type: none"> • Schools should consider the potential concerns of pupils, parents and households who may be reluctant or anxious about returning • This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes. 	<p>health advice, absence will not be penalised.</p> <ul style="list-style-type: none"> • If parents of pupils with significant risk factors are concerned, its recommended that you discuss their concerns and provide reassurance of the measures you are putting in place to reduce the risk in school. • You should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc.).
<p>Consider SEND factors (see separate section of this document)</p>	<ul style="list-style-type: none"> • Refer to SEND advise and put into place any provision required as it is seemed safe to do so • Individual pupils risk assessments to be carried out by the SENCO and discussed with the LA (EHC pupils) • Provide photos of the new classroom set up so that SEND pupils can refer to the plans • Discuss with parents what is the best way forward for their child with SEND considerations 	<ul style="list-style-type: none"> • Discuss with parents and LA and any other relevant agencies about provision for these pupils to ensure that the rest of the pupils/staff are safe to return to school • Ensure SEND pupils and parents are reassured about the opening up of school for more pupils and what the best course of action is for each child
<p>Pupils and their belongings brought into school on a daily basis need to be limited and stored securely to reduce movement and maintain hygiene</p>	<ul style="list-style-type: none"> • Pupils to bring all their belongings into their own class and keep them at their desks (coats, bags, pack lunches) 	<ul style="list-style-type: none"> • Pupils will not use cloakrooms areas-except FS2

	<ul style="list-style-type: none"> • Reading books can be sent home • Lunches to be eaten at their desks • No PE kits to be changed into during the school day-pupils can come to school in their PE kits ready 	<ul style="list-style-type: none"> • Belongings to be kept to a minimum and taken home daily • Resources are not to be shared, these are to be given out to individual pupils and kept on their desks (stationary, worksheets, books)
<p>Information about the format of school to be made clear to everyone before pupils start back in a simple letter format for parents</p>	<ul style="list-style-type: none"> • Whole school to return to their new year groups • Each class has a teacher and a TA with them all day • There is a rota for break-times and lunchtimes to ensure classes are kept separate 	<ul style="list-style-type: none"> • Pupils are clear about their groups and the classrooms they are to use • They are to line up in their designated spots on arrival • They are to keep in these groups throughout the day and at break-times
<p>The behaviour policy is to be made clear, along with the handwashing and hygiene rules. This is to be sent to parents too.</p>	<ul style="list-style-type: none"> • Behaviour guidelines to be made clear to all pupils before they return in with the letter about returning to school • We need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system. • 	<ul style="list-style-type: none"> • This is to ensure the safety of staff and pupils and guidelines are in place • It is likely that adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour • We need to work with those pupils who may struggle to reengage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. • We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including

		<p>bereavement, anxiety and in some cases increased welfare and safeguarding risks.</p> <ul style="list-style-type: none"> • This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. • Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. • Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils
<p>Pupils fighting and not adhering to the rules in school pose a risk to other children and staff</p>	<ul style="list-style-type: none"> • Staff are discouraged from physical interventions, pupils to be talked down • If required CT to intervene or other staff who have been team teach trained • Parents to be informed and spoken to by CT • Child to be isolated in the meeting room with SLT • PPE to be worn if restraint is required 	<ul style="list-style-type: none"> • To keep the incident as isolated as much as possible to reduce risk • To be dealt with by the SLT (CT)

Timetable and accommodation for pupils and staff (registers)

Guidance

- Gov.UK Opening schools for more children and young people :initial planning framework for schools in England (12 May 2020)
- Gov.UK Planning guide for primary schools (14 May 2020)
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Risk	Action	Impact
Staggered starts/ends for each class to limit social contact	<ul style="list-style-type: none"> • Parents informed, posters on gates, SLT to staff the gates 	<ul style="list-style-type: none"> • To reduce social contact between families

	Y6	Y5	Y4	Y3	Y2	Y1	FS2
Start	8.40am	8.50am	9am	9.10am	8.50am	9am	9.10am
Finish Mon-Thur	3pm	3.10pm	3.20pm	3.30pm	3.10pm	3.20pm	3.30pm

Friday finish	2.15pm	2.10pm	1.50pm	2pm	2.05pm	1.55pm	1.45pm
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Short working week, school is to close at 2.15pm on Fridays to allow staff PPA time and to ensure areas are deep cleaned and resourced for the following week	<ul style="list-style-type: none"> • Pupils to have lunch in their classrooms and then to be picked up at staggered times • (see timetable of staggered start and finishes) 	<ul style="list-style-type: none"> • To reduce social contact between families • To allow staff PPA time and that classes do not have to be covered by other staff • Staff may leave at 2.30pm to work at home on Fridays
Staff are to record pupil attendance on SIMS registers and record lunch orders.	<ul style="list-style-type: none"> • Staff complete registers • Send lunch orders to the office 	<ul style="list-style-type: none"> • To ensure attendance is recorded daily
Playtimes for KS2 classes will be staggered and a timetable will be given to staff so that we can maintain social distances	<ul style="list-style-type: none"> • Playtimes to be staggered • Pupil groups to go out on to the sectioned yard, not to interact with each other • The next class may go out once a class has returned safely to their class, this will 	<ul style="list-style-type: none"> • To maintain social distancing as much as possible • To allow staff a comfort break

	<p>take time. Teachers to lead the class out, TA to monitor the back of the line.</p> <ul style="list-style-type: none"> Teachers to supervise on the yard-they may arrange with their TA to swap duty in order for a toilet break, this needs to be done sensibly 	
<p>Playtimes for Y1 and Y2 pupils will be staggered in their own section of the yard so that only one class is out at a time to maintain social distances</p>	<ul style="list-style-type: none"> Timetables to be in place Outdoor areas are available throughout the day for Y1 and Y2 pupils to be managed by their own teacher Pupils may interact within their own class, it may not be possible to social distance them Teachers and TA to supervise pupils, they need to arrange their own comfort breaks between them 	<ul style="list-style-type: none"> To maintain social distancing as much as possible To allow staff a comfort break
<p>Lunchtimes will be in classes and outdoor playtime slots will be timetabled to maintain social distancing</p>	<ul style="list-style-type: none"> Children will be able to eat at their desks either a 'grab bag from school' or their own lunches KS2 either the teacher or TA to remain with the pupils inside eating. There will be a lunchtime supervisor outside on the yard so they get half an hour each for a break As with break-times groups are to go out when another group is safely back in class, please allow for extra times if necessary KS1 pupils will eat in class with a teacher or TA and a lunchtime supervisor. When they are outside they will be with a lunchtime supervisor. 	<ul style="list-style-type: none"> To maintain social distancing as much as possible To allow staff a lunch break

<p>Late arrival of parents at pick up times, pupils are to remain on their spots until a parent arrives</p> <p>Parents with pupils in other year groups and the time they can collect if they have siblings they can drop off and collect at the earlier times</p>	<ul style="list-style-type: none"> • Pupils to remain outside in their designated line with a staff member • Parents to be informed of the importance of being punctual • Parents to pick up their children at the earlier time slot and drop off at the later time slot if this is possible. They may need to be individual arrangements with families, staff will be informed of these • Pupils not picked up to remain in school with the class teacher at their desk 	<ul style="list-style-type: none"> • Pupils to remain outside and wait, to ensure they are not wandering in school and getting into close contact with other people • Families with siblings can collect them at the same time • Parents to be contacted about picking their child up, then follow the safeguarding procedure about parents not turning
<p>Pupils using the toilets, we need ensure that they are alone</p>	<ul style="list-style-type: none"> • Staff are to supervise the toilet use of their own class and to check by knocking on the door to see if it is free. They are to then stand and wait outside at a suitable distance whilst their pupil uses the toilet. • Staff are use their common sense and ensure social distancing is maintained as much as possible. 	<ul style="list-style-type: none"> • Only 1 child in the toilet at any one time. • Staff to police this as we are not able to timetable the use of toilets, children would find this impossible to stick to.
<p>Toilet accidents may occur and this needs to be cleaned up safely, staff may wish to wear PPE if they are anxious.</p>	<ul style="list-style-type: none"> • Staff to inform BC to maintain hygiene procedures as much as possible. • If a child needs changing staff are able to do so, but will need to wear protective clothing as they would normally do. • If more than 1 person is needed to assist, staff may knock on other classrooms to ask for assistance, or see CT if they are unsure. 	<ul style="list-style-type: none"> • Staff to reassure pupils firstly and get help when needed • Protective aprons, gloves are available as in all routine accidents dealt with in school

Curriculum

Guidance

- Gov.UK Opening schools for more children and young people :initial planning framework for schools in England (12 May 2020)
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Risk	Action	Impact
Curriculum expectations placed upon school.	<ul style="list-style-type: none"> • The key principles that underpin the advice on curriculum planning are: • Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. • The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. • Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. • Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021 	<ul style="list-style-type: none"> • Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. • Aim to return to the school’s normal curriculum in all subjects by summer term 2021. • Plan on the basis of the educational needs of pupils • Develop remote education so that it is integrated into school curriculum planning
Key priorities for key stages to assess.	<ul style="list-style-type: none"> • For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and 	<ul style="list-style-type: none"> • Priorities are emotional and mental health well-being • Reading, phonics, writing skills • Maths, calculations

	<p>extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance.</p> <ul style="list-style-type: none"> • For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning. • For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE. 	
<p>Bereavement and illness may come up in discussions as children get a chance to talk, we need to be mindful (see mental health well-being section)</p>	<ul style="list-style-type: none"> • EL good person to contact • Resources are on Purple Mash 	<ul style="list-style-type: none"> • Children may need extra support if information that they share suggests this
<p>Contact with Ellie Long the learning mentor</p>	<ul style="list-style-type: none"> • Ellie to be contacted via email and phone calls about any advice needed • Pupils to be referred in this way to Ellie, EL to discuss with CT the provision to be put in place • EL to use the meeting room when talking to specific pupils that have been identified with CT 	<ul style="list-style-type: none"> • Learning support available in a limited capacity

Music lessons, guidance to follow.

Music lessons are being provided by the music hub via zoom.

- 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.
 - Each pupil has their own individual instrument, the instrument is wiped down before and after use with an approved product / wipe
 - The instrument is stored securely in a case with the pupils name on
 - Pupils are regularly reminded not to use other pupils instruments
 - Small groups of children can partake in a music lesson – but they must remain in their protective bubbles
 - The lessons can be provided by zoom / online conference call
 - If the music teacher visits the School – he/she must maintain social distancing at all times and adhere to all hygiene protocols that the School has in place
- Schools should note that there may be an additional risk of infection in environments where children or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance.
 - Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.
 - Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.
 - 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 in the next sections.
 - Playing instruments and singing in groups should take place outdoors wherever

		possible. If indoors, consider limiting the numbers in relation to the space.
<p>PE guidance</p>	<ul style="list-style-type: none"> • 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 are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities providing all measures are in place and this is safe to do so • Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing. • Where possible Staff are to maintain a safe distance between each other (2 metres where possible). 	<p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust • guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents

	<ul style="list-style-type: none"> • Pupils must be encouraged to do the same where possible • Limit the number of persons in the Gym to follow social distancing guidance where possible • Ensure hand sanitizers / gels are made available for staff and pupils • All PE equipment is wiped down after each session • Social distancing measures must be implemented in changing rooms where possible 	
Marking work and giving feedback.	<ul style="list-style-type: none"> • Feedback can be given orally throughout the lesson and whiteboards can be used for pupils to share their ideas/answers • Pupils can use exercise books to complete their work in. • Where possible ask children to mark their own work and give oral feedback. • Some subjects may need marking physically like writing. 	<ul style="list-style-type: none"> • Reduce contact points of work completed by pupils • To ensure feedback is given and pupils can mark their own work
Using laptops at the moment is not allowed by pupils.	<ul style="list-style-type: none"> • Laptops will need to be wiped down once used • ICT can be taught as a whole class subject, without the use of laptops. 	<ul style="list-style-type: none"> • Reduce contact points of equipment being used • This will be reviewed as soon as possible
Home learning packs to continue to be provided for pupils who are not returning to school.	<ul style="list-style-type: none"> • Home learning packs to be uploaded once a week or posted home 	<ul style="list-style-type: none"> • To maintain home learning provision for pupils not in school
Educational visits	<ul style="list-style-type: none"> • In the autumn term, schools can resume non-overnight domestic educational visits. 	<ul style="list-style-type: none"> • This should be done in line with protective measures, such as keeping children within their consistent group,

	<ul style="list-style-type: none"> Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, you should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, you will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. 	<p>and the coronavirus (COVID-19) secure measures in place at the destination.</p>
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Parents

Guidance

- Gov.UK Opening schools for more children and young people :initial planning framework for schools in England (12 May 2020)
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Risk	Action	Impact
<p>No parents, as much as possible, to be on site AND no parent to be in the building</p> <p>Only 1 parent per household to accompany their own child</p>	<ul style="list-style-type: none"> Parents to be informed of this system by letter SLT to reinforce this as necessary All pupils are to enter the yard independently One way in and out system of the gate One way directions around the yard Yard to be open 10 mins before the start and end of the day 	<ul style="list-style-type: none"> Reduce social contact between adults on the yard Orderly system of movement round the yard

No parents to visit the office, they may phone or email school	<ul style="list-style-type: none"> • Parents to be informed of this system 	<ul style="list-style-type: none"> • Reduce adult contact in school
Parents to be punctual at the start and end of the day to reduce social contact amongst families	<ul style="list-style-type: none"> • Parents to be informed by letter 	<ul style="list-style-type: none"> • Maintain social distancing as much as possible
Parents reminded to social distance themselves from other families outside the school gates	<ul style="list-style-type: none"> • Parents warned of this requirement via letter • SLT to reinforce as much as possible 	<ul style="list-style-type: none"> • Maintain social distancing as much as possible
Parents to give in latest contact details and be available to collect their child from school should the need arise	<ul style="list-style-type: none"> • Parents warned in advance of this requirement 	<ul style="list-style-type: none"> • Serious implications for future attendance of their child should this present a problem
Parents are clear about the behaviour policy and the need for their child to adhere to it	<ul style="list-style-type: none"> • Expectations set out in a letter to all parents 	<ul style="list-style-type: none"> • To reduce risk of contact with staff and other children

Mental Wellbeing of pupils and staff (bereavement)

Guidance

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- Covid-19 Risk Assessment for School/Childcare settings by Sheffield City Council (19 May 2020)

Risk	Action	Impact
Managing pupils emotions when returning to school.	<ul style="list-style-type: none"> • Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. • This may particularly be the case for vulnerable children, including those with a social worker and young carers. • It is important to contextualise these feelings as normal responses to an abnormal situation. 	<ul style="list-style-type: none"> • Implications for 1-1 mentoring • Curriculum planning • Interventions • 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

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| | <ul style="list-style-type: none"> • Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. • Others will not be experiencing any challenges and will be keen and ready to return to school • The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing. • The Whole School SEND (WSS) consortium will be delivering some training and how-to ideas for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings • WSS have co-produced 2 leaflets, funded by DfE, to support young people with SEND and their families to have conversations with schools about successful returns following a period of absence and about transition planning for post-year 11 destinations. • WSS have also produced resources to support the schools' workforce to prepare for the return, such as the COVID-19 SEND review guide which settings can use to reflect on their provision and a handbook to support teachers to take a whole school approach to supporting pupils following a traumatic event. • You can access WSS resources on the Whole School SEND Resource page of the SEND Gateway and professionals in the | <p>coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school.</p> <ul style="list-style-type: none"> • Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021. • Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term. |
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	<p>schools' workforce can sign up to the Community of Practice</p> <ul style="list-style-type: none"> • to be kept up to date with further information. • DfE has also published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. • The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It has been published early given the importance of supporting pupils' mental health and wellbeing at this time. 	
<p>Pupils and families who are anxious about return to school</p>	<ul style="list-style-type: none"> • If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. • Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance). 	<ul style="list-style-type: none"> • Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning after a period of isolation or the developing status of pandemic, and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.

<p>Bereavement and illness may come up in discussions as children get a chance to talk, we need to be mindful</p>	<ul style="list-style-type: none"> • EL good person to contact • Resources are on Purple Mash 	<ul style="list-style-type: none"> • Children may need extra support if information that they share suggests this
<p>Children identified as needing support, from their past issues or new ones that may have arisen to be seen by EL if possible</p>	<ul style="list-style-type: none"> • EL point of contact • Plans to be put in place and decided upon, involving parents 	<ul style="list-style-type: none"> • To reassure anxious pupils
<p>Circle time and discussions in class will help pupils have a voice if they wish to speak out, this may be upsetting for other children and staff and maybe to be stopped if situations spiral in class</p>	<ul style="list-style-type: none"> • Circle time, discussions • Referral to EL for extra support as required 	<ul style="list-style-type: none"> • To help pupils with their mental well-being • To support this, teachers may wish to access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff.
<p>Working with the school nurse team</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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>Staff may need reflection time and a point of contact should they wish to discuss matters privately.</p>	<ul style="list-style-type: none"> • CT to be available as normal practice • Time out maybe necessary so staff can remove themselves safely so that children do not witness any distress 	<ul style="list-style-type: none"> • Staff have time to talk and to reflect privately • The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.
<p>Whole staff reflection time, to relay how the new systems are working (or not). Ideas to be shared and problems to be solved collectively</p>	<ul style="list-style-type: none"> • Whole staff meetings when possible and safe to do so. So that staff can share their views/ideas/solutions to unexpected problems 	<ul style="list-style-type: none"> • Needed after the first day of Y6 returning and then after Y1 return • Can be done through email, or briefly in the hall for different staffing groups, so that staff have a voice and can be reassured • Problems resolved

Safeguarding

Guidance

- Gov.UK Opening schools for more children and young people :initial planning framework for schools in England (12 May 2020)
- Gov.UK Planning guide for primary schools (14 May 2020)
- Gov. UK Coronavirus (COVID-19): implementing protective measures in education and childcare settings (12 May 2020)
- Covid-19 Risk Assessment for School/Childcare settings by Sheffield City Council (19 May 2020)

Risk	Action	Impact
<p>Safeguarding concerns as usual to follow the normal procedures, staff to contact CT EL about concerns</p>	<ul style="list-style-type: none"> • CT EL to follow up concerns internally following our safeguarding systems • External agencies contacted when necessary • Home visits to be carried out jointly • Families to be contacted by phone • Referral sheets to be completed and logged 	<ul style="list-style-type: none"> • Safeguarding systems are in place and followed • Families are contacted and issues raised with them

<p>Home visits should be carried out by designated staff and done with social distancing measures in place</p>	<ul style="list-style-type: none"> • Travel on your own where possible • If any staff need to share a vehicle with someone else, one member of staff should sit in the driving seat and the other member of staff should sit in the back seat. A face covering should be worn by all staff and windows opened to allow ventilation • Knock on doors and then move away to ensure that there is 2m distance • Wash hands as soon as possible afterwards 	<ul style="list-style-type: none"> • Reduce social contact • Ensure that families are safe and safeguarding concerns are addressed • If staff share their vehicle with another member of staff, all touch points (door handles, handbrake, steering wheel etc.) should be cleaned prior to and after the visit
<p>Implementing the new ‘keeping children safe’ September 1st guidance</p>	<ul style="list-style-type: none"> • Schools should consider revising their child protection policy (led by the Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance. 	<ul style="list-style-type: none"> • Inform staff of the changes during the INSET day on September 1st 2020.
<p>Safeguarding ‘catch-ups’ after the summer holidays.</p>	<ul style="list-style-type: none"> • Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and 	<ul style="list-style-type: none"> • Ensure families are picked up and any needs are addressed.



	<p>services should prepare to work together to actively look for signs of harm.</p> <ul style="list-style-type: none"> • Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school. 	
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SEND and Vulnerable pupils



Guidance

- Gov.UK Opening schools for more children and young people:initial planning framework for schools in England (12 May 2020)
- Gov.UK Planning guide for primary schools (14 May 2020)
- Gov. UK Coronavirus (COVID-19): implementing protective measures in education and childcare settings (12 May 2020)
- Covid-19 Risk Assessment for School/Childcare settings by Sheffield City Council (19 May 2020)
- Sheffield risk assessment guidance for individual children with SEN returning to school under covid-19 measures

Risk	Action	Impact
<p>Identify key clinically vulnerable groups, and extremely clinical vulnerable groups</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • To reduce the risk of serious complications due to underlying health conditions

<p>Extremely clinically vulnerable staff returning to work</p>	<ul style="list-style-type: none"> • We advise that those who are clinically extremely vulnerable can return to school in the autumn term provided their school has implemented the system of controls outlined in this document, in line with the school’s own workplace risk assessment. • In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace. • Individuals could be advised to shield again if the situation changes and there is an increase in the transmission of COVID-19 in the community. 	<ul style="list-style-type: none"> • Ensure that the individual risk assessment is completed below  <p>COVID-19 Individual Staff Risk Assesmer</p> <ul style="list-style-type: none"> • Additional information on carrying out the assessment is below  <p>COVID-19 individual risk assessment addit</p>
<p>Clinically vulnerable staff returning to work</p>	<ul style="list-style-type: none"> • Clinically vulnerable staff can return to school in the autumn term. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. • 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 section 6 of 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/adolescents. 	

	<ul style="list-style-type: none"> • People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. 	
<p>Staff who are pregnant</p>	<ul style="list-style-type: none"> • Pregnant women are in the ‘clinically vulnerable’ category and are generally advised to follow the above advice, which applies to all staff in schools. • The Royal College of Obstetrics and Gynaecology (RCOG) have published occupational health advice for employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. • We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it. • This means that an important key action for schools is for you to undertake an individual risk assessment with your staff member. There are some concerns re risks of COVID-19 in the 3rd trimester of pregnancy. Data from the UK-wide Obstetric Surveillance System has identified that women in the third trimester are more at risk of becoming seriously ill, if they contract COVID-19. Therefore, it's important to pay particular attention to social distancing from 28 weeks of pregnancy. Also some pregnant women are at a higher risk of developing serious illness, including: pregnant women from black, Asian and minority ethnic (BAME) backgrounds women over the age of 35 women who are overweight or obese women who have pre-existing medical problems, such as high blood pressure and diabetes 	<p>COVID-19 & Pregnancy</p> <p>Government Guidance placed those who are pregnant in the list of people who are vulnerable, meaning that they are at high risk of severe illness from COVID-19. Some pregnant school based staff may be defined as ‘clinically extremely vulnerable’. However shielding was paused as of August 1st except where local lockdowns are in place and school based staff are now expected to return to their workplace setting. Those who are pregnant should still take care to minimise contact with others from outside their household and should only return to the workplace if it is demonstrated that it is safe to do so. Schools should produce an individual risk assessment for any staff members who are pregnant or a new mother, including clear plans which demonstrate that there will be compliance at all times with the measures identified to manage the risk.</p> <p>Further information available at: https://www.rcog.org.uk/en/guidelines-research-services/coronavirus-covid-19-pregnancy-and-womens-health/ https://www.hse.gov.uk/coronavirus/working-safely/protect-people.htm</p>

	<p>Therefore it is helpful to factor these issues in to any individual risk assessment. If your member of staff feels comfortable with continuing to work in your setting and you are able to implement social distancing if the children in class are older etc., and none of the above risks apply then they can continue to be classroom based. The key recommendation is social distancing.</p> <p>Further information available at: https://www.rcog.org.uk/en/guidelines-research-services/coronavirus-covid-19-pregnancy-and-womens-health/</p>	<p>It is recommended that schools link with their individual school HR providers to discuss directly issues relating to members of staff who are pregnant.</p>
<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), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people’s occupation and care home residence. • These staff can return to school in the autumn term 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. • People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace 	<ul style="list-style-type: none"> • Ensure that the individual risk assessment is completed below <div style="text-align: center;">  COVID-19 Individual Staff Risk Assesmer </div> <ul style="list-style-type: none"> • Additional information on carrying out the assessment is below <div style="text-align: center;">  COVID-19 individual risk assessment addit </div>
<p>Children/adults living at home with people who are clinically vulnerable may attend school</p>	<ul style="list-style-type: none"> • Social distancing to be strictly followed • Hand washing and clear hygiene routines to be adhered to 	<ul style="list-style-type: none"> • Reduce risk as much as possible
<p>Pupils who are shielding or self-isolating</p>	<ul style="list-style-type: none"> • The majority of pupils will be able to return to school. • You should note however that: 	<ul style="list-style-type: none"> • Specialists in paediatric medicine have reviewed the latest evidence on the level of

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| | <ul style="list-style-type: none"> ○ a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus (COVID-19) ○ current advice on shielding ● if rates of the disease rise in local areas, children (or family members) from that area, and that area only, may be advised to shield during the period where rates remain high and, therefore, they may be temporarily unable to attend ● pupils no longer required to shield but who generally remain under the care of a specialist health professional are likely to discuss their care with their health professional at their next planned clinical appointment - you can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people ● Discussion by a clinician with those previously advised that they were a clinically vulnerable child or young person but can now be removed from the shielded patient list, and with their families are ongoing. ● Where children are not able to attend school as parents and carers are following clinical or public health advice, for example, self-isolation or family isolation, the absence will not be penalised. | <p>risk posed to children and young people from coronavirus (COVID-19).</p> <ul style="list-style-type: none"> ● The latest evidence indicates that the risk of serious illness for most children and young people is low. In the future, we expect fewer children and young people will be included on the shielded patient list. ● Patients can only be removed from the shielding patient list by their GP or specialist, following consultation with the child and their family, and other clinicians where appropriate. ● If a child or young person is removed from the shielded patient list in due course, they will no longer be advised to shield in the future if coronavirus (COVID-19) transmission increases. ● Since shielding advice has paused nationally, except in a very few areas where the implementation of local restrictions is ongoing, all previously affected children should be able to return to school except where individual clinical advice not to do so has been provided. ● Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote education. ● Schools should monitor engagement with this activity as set out in the action for all schools and local authorities section. |
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SEND pupils need to be considered about how they will cope with the new measures put into place	<ul style="list-style-type: none"> Individual risk assessments will need to be carried out Children with EHCP Plans will need support to be safely back in school 	<ul style="list-style-type: none"> Ensure that families and pupils feel safe about returning to school Review level of risk continually
Therapists and visitors to school to be recorded. Asked to follow hygiene guidelines in school.	<ul style="list-style-type: none"> Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. 	<ul style="list-style-type: none"> Track and trace, school to keep a record and use social distancing measures whenever possible. A separate RA has been produced for staff supporting pupils with SEN

The Office

Guidance

- Gov.UK Opening schools for more children and young people :initial planning framework for schools in England (12 May 2020)
- Gov.UK Planning guide for primary schools (14 May 2020)
- Gov. UK Coronavirus (COVID-19): implementing protective measures in education and childcare settings (12 May 2020)
- DSAT COVID RISK ASSESSMENT
- Covid-19 Risk Assessment for School/Childcare settings by Sheffield City Council (19 May 2020)

Risk	Action	Impact
No one is allowed in the office except for office staff to reduce social contact	<ul style="list-style-type: none"> Staff can phone or email office staff about any issues and vice versa 	<ul style="list-style-type: none"> Reduce social contact
Parents are not allowed in the building to reduce social contact	<ul style="list-style-type: none"> Parents may phone or email office staff about any issues they may have 	<ul style="list-style-type: none"> Reduce social contact
Cashless system in place for parents to pay any monies owing to reduce contact points	<ul style="list-style-type: none"> Parents may use parent pay to pay school any money owing 	<ul style="list-style-type: none"> Reduce points of contact, such as handling money
School will try and operate a paperless information system for parents	<ul style="list-style-type: none"> Letters to be shared via social media and uploaded onto Purple Mash 	<ul style="list-style-type: none"> Reduce points of contact, such as paper letters
Glass window to remain closed at all times, except in an emergency	<ul style="list-style-type: none"> Window to remain closed at all times 	<ul style="list-style-type: none"> Reduce social contact
Perspex shield to be installed so office staff can shield from each other to reduce social contact	<ul style="list-style-type: none"> Perspex shield to be installed to shield the 2 members of staff from each other 	<ul style="list-style-type: none"> Reduce social contact

Register information for office staff to be emailed every morning and afternoon session so that registers can be completed by the office staff, to ensure attendance is recorded	<ul style="list-style-type: none"> • Register to be completed by office staff twice daily 	<ul style="list-style-type: none"> • Comply with government requirements about attendance
Resources required by staff to be requested through the window and then to be left in the entrance hall to reduce social contact	<ul style="list-style-type: none"> • Office staff to get resources out for staff to collect from the entrance hall • Stock may need ordering, contact SM 	<ul style="list-style-type: none"> • Reduce social contact

Lunchtime and FSM

Guidance

- Gov.UK Opening schools for more children and young people :initial planning framework for schools in England (12 May 2020)
- Gov.UK Planning guide for primary schools (14 May 2020)
- Gov. UK Coronavirus (COVID-19): implementing protective measures in education and childcare settings (12 May 2020)
- DSAT COVID RISK ASSESSMENT
- Covid-19 Risk Assessment for School/Childcare settings by Sheffield City Council (19 May 2020)

Risk	Action	Impact
Lunchtimes will be in classes and outdoor playtime slots will be timetabled to maintain social distancing	<ul style="list-style-type: none"> • Children will be able to eat at their desks either a 'grab bag from school' or their own lunches • Either the teacher or TA to remain with the pupils inside eating or outside on the yard so they get half an hour each break • As with break-times groups are to go out when another group is safely back in class, please allow for extra times if necessary 	<ul style="list-style-type: none"> • To maintain social distancing as much as possible • To allow staff a lunch break
Staff may stay in their own classroom or use the hall, following social distancing guidelines with other staff	<ul style="list-style-type: none"> • Staff to maintain social distancing rules at lunchtime • Have a comfort break and eat lunch 	<ul style="list-style-type: none"> • To have a rest bite and eat lunch

	<ul style="list-style-type: none"> • Lunch is ideally to be brought from home, food needing a microwave is at staffs own risk and this may need wiping down before/after use by themselves • Drinks are ideally also brought from home • Staff can use the cups/plates etc, but will need to wash them after use themselves 	
<p>KS1 and FSM pupils will be provided with a 'grab bag' from Taylor Shaw</p> <p>No hot meals for the first half term, this will be reviewed at October half term</p>	<ul style="list-style-type: none"> • Grab bags will be dropped off at the back door and distributed to each class before lunchtime • Pupils can purchase a 'grab bag' for the usual £2 a day, as there will be no hot meals served • Children can put their own rubbish in the bin • Tables may need to be wiped down afterwards by staff in the same room 	<ul style="list-style-type: none"> • Cleaning resources to be provided if tables need wiping whilst the children are outside if possible

Travel to school

Guidance

- Gov.UK Opening schools for more children and young people :initial planning framework for schools in England (12 May 2020)
- Gov.UK Planning guide for primary schools (14 May 2020)
- Gov. UK Coronavirus (COVID-19): implementing protective measures in education and childcare settings (12 May 2020)
- Gov.UK Coronavirus (COVID-19) Safer travel guidance for passengers (12 May 2020)
- Covid-19 Risk Assessment for School/Childcare settings by Sheffield City Council (19 May 2020)

Risk	Action	Impact
<p>Children and staff should be encouraged to walk to school where this is possible to reduce social contact</p>	<ul style="list-style-type: none"> • Parents informed via letter and guidance • 5 minute walking bubble maps provided by active travel, tweeted, on Purple Mash and sent out on the first day 	<ul style="list-style-type: none"> • Reduce social contact • Maintain social distancing where possible

<p>Measures to reduce the pressure on public transport.</p>	<ul style="list-style-type: none"> • To facilitate the return of all pupils to school, it will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system. Both will require action at a national and local level. • Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils. • Further information on managing capacity and demand on public transport is set out in the transport to school and other places of education: autumn term 2020 guidance. • Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. 	<ul style="list-style-type: none"> • Public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum <p>Families using public transport should refer to the safer travel guidance for passengers.</p>
<p>If using public transport you must maintain social distancing measures at all times to reduce social contact</p>	<ul style="list-style-type: none"> • Maintain social distancing where possible • Wear a face mask if possible, although this is not required by law • Do not eat or drink on public transport • Wash your hands as soon as you arrive in school • Consider the times you travel and the routes you choose to reduce as much as possible social contact with other passengers • Do not travel if you are experiencing any COVID-19 symptoms 	<ul style="list-style-type: none"> • Respect other peoples space when travelling to try and keep at a social distance • Use a tissue or your elbow to cough or sneeze into to reduce the risk of germs spreading

	<ul style="list-style-type: none"> • Do not travel if you are clinically extremely vulnerable • Allow sufficient time to get to work, as travelling may take longer than normal • Plan ahead by having alternate plans in place should you be unable to travel using the first route you had planned • Consider using contactless payment to buy tickets 	
Walking and cycling to work should be considered where possible to reduce pressure on public transport systems	<ul style="list-style-type: none"> • Where possible try to maintain social distancing when you walk or cycle • Wash your hands after cycling 	<ul style="list-style-type: none"> • Social distancing to be followed as much as possible to reduce contact
Private cars travelling to work to reduce social contact	<ul style="list-style-type: none"> • Only travel with people in the same household if you can • If you do have other people, keep to the same small group of people and wear a face mask and open windows • Anticipate more pedestrians and cyclists out and about • Limit your time at garages and pay using contactless cards where possible • Wash your hands after using a garage 	<ul style="list-style-type: none"> • Keeping people safe as much as possible • Following social distancing guidelines

Assessment and Accountability

Guidance

- **Covid-19 Risk Assessment for School/Childcare settings by Sheffield City Council (1 September 2020) version 8**

Inspection

For state-funded schools, the intention is for Ofsted inspections to remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.

For independent schools, the intention is that Ofsted or the Independent Schools Inspectorate (ISI) standard inspections will also remain suspended. During the autumn term, Ofsted/ISI will undertake non-routine inspections, as commissioned by the Department for Education, where appropriate. For example, this may be a pre-registration inspection or an inspection to follow up on significant safeguarding concerns. These inspections will have a judgement, as usual and result in the production of a report.

It is intended that routine Ofsted and ISI inspections will restart from January 2021, with the exact timing being kept under review.

Primary assessment

We recognise that pupils will have missed a critical period of their education in the 2019 to 2020 academic year. Maintaining national curriculum assessments in the 2020 to 2021 academic year will allow the department to measure the remaining impact of coronavirus (COVID-19) on this cohort of pupils nationally and help target support to local areas, schools and pupils that need it the most.

We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021. The early year's foundation stage profile and all existing statutory key stage 1 and 2 assessments should return in 2020 to 2021 in accordance with their usual timetables. This includes:

- the phonics screening check
- key stage 1 tests and teacher assessment
- the year 4 multiplication tables check

- key stage 2 tests and teacher assessment
- statutory trialling

For 2020 to 2021 academic year only, schools will be required to administer a past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021. Further guidance for schools will be published by the Standards and Testing Agency in September 2020.

The statutory rollout of the reception baseline assessment has been postponed until September 2021. During the summer term 2020, schools had the opportunity to sign up to the 2020 to 2021 early adopter year.

In light of the impact of coronavirus (COVID-19) outbreak, the 2020 to 2021 academic year will be a transitional year (subject to the necessary legislation being made) to allow schools time to prepare for, and start embedding, the engagement model. The engagement model is the new attainment framework (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study.

The 2020 to 2021 academic year will be a transitional year where schools that have prepared to implement the engagement model will be able to report against it and schools that need more time to implement this change will have the option to assess against P scales 1 to 4, for one final year. The engagement model will become statutory from September 2021 and further information can be found at [the engagement model](#).

Accountability expectations

Performance tables are suspended for the 2019 to 2020 academic year and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. DfE will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at [coronavirus \(COVID-19\): school and college accountability](#).

Contingency plans for outbreaks

Guidance

- Covid-19 Risk Assessment for School/Childcare settings by Sheffield City Council (7 July 2020) version 7
- Covid-19 Risk Assessment for School/Childcare settings by Sheffield City Council (1 September 2020) version 8

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. DfE will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). (See section on [remote education support](#)).

In the event of a local outbreak, the PHE health protection team or local authority Public Health team may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

Risk	Action	Impact
Remote education support	<ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • Recognise that younger pupils and some pupils with SEND may not be able to access 	<ul style="list-style-type: none"> • Where a class, group or small number of pupils needs to self-isolate, or there is a local lockdown requiring pupils to remain at home, there is an expectation that you have the capacity to offer immediate remote education. • You should consider how to continue to improve the quality of your existing offer and have a strong contingency plan in place for remote education provision by the end of September. • This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where

	<p>remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. When teaching pupils remotely, you are expected to:</p> <ul style="list-style-type: none">• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject• provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos• gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work• enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding• plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers	<p>large numbers of pupils are required to remain at home.</p>
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A National Tiered Approach

Guidance

- Covid-19 Risk Assessment for School/Childcare settings by Sheffield City Council (1 September 2020) version 8

In guidance published on 29th August it outlined the planned tiered approach to containing and managing local COVID-19 outbreaks. The links below provide further information.

The Local Authority Public Health Team and PHE will directly support schools/settings through the tiered model should increases in positive cases in a setting be confirmed or a local lockdown situation arise.

Tiered approach to managing local lockdown with the introduction of rotas to limit numbers on site.

<https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions#overview>

<https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers#annex-3-tiers-of-national-restriction>

Annex 3: tiers of national restriction for education and childcare

In local areas where restrictions have been implemented for certain sectors (from national direction), we anticipate that education and childcare will usually remain fully open to all, with the additional requirement that face coverings should be worn by staff and pupils in schools and colleges, from year 7 and above, outside classrooms when moving around communal areas where social distancing cannot easily be maintained (tier 1 onwards, as [below](#)). Being in nursery, school and college is vital for children and young people's education and wellbeing. It is also important that parents and carers are able to return to work and having access to childcare will allow that to happen.

There may be exceptional circumstances in which some level of restriction to education or childcare is required in a local area. In those situations, restrictions will be implemented in a phased manner – the key aim being to retain as much face-to-face education and access to childcare as possible. These 'tiers of restriction' will ensure that extensive limitations on education and childcare are a last resort, and that priority is given to vulnerable children and children of critical workers for face-to-face provision in all cases.

Where there are no local restrictions in place, education provision should continue to remain fully open to all, and these tiers do not apply.

Application of the tiers

Even in areas of national intervention, where restrictions have been implemented for other sectors, we anticipate that education and childcare provision will usually remain fully open to all, with the additional requirement that face coverings should be worn by staff and pupils in year 7 and above when moving around the premises in areas outside classrooms where social distancing cannot be maintained (**tier 1**).

In the exceptional circumstances where some level of restriction to education or childcare is required in a local area, local and national partners will carefully consider which of the tiers is the most appropriate one to implement. Under the Coronavirus Act 2020, ultimately the decision to order the closure of school and childcare settings is one for central government.

Decisions will need to be made on a case-by-case basis in the light of local circumstances, including information about the incidence and transmission of coronavirus. Attendance may therefore need to be restricted in different ways to those outlined below if there is specific health evidence that doing so is a necessary measure to help control that specific outbreak or transmission risk.

As measures are relaxed following local restrictions, these tiers can be implemented in reverse. This will ensure minimising time spent in the highest tiers, so nurseries, childminders, schools, colleges and other educational establishments are able to extend their opening, in a phased manner if appropriate, at the earliest point that it is safe to do so.

As part of their contingency planning, nurseries, childminders, schools and colleges should consider how they would operate at each tier in the event that these restrictions become necessary in their local area. At each tier, schools, colleges and other educational establishments should clearly inform pupils and parents/carers which pupils should be in school or college at any given time. This is particularly true where a school is operating a rota.

Higher education providers will work with the relevant UTLAs and health protection teams to agree any local level restrictions.

Tiers of restrictions

Tier 1

The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

Tier 2

Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 3

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 4

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Union Guidance checklist for September 2020

- Planning guidance for primary schools NEU/GMB/Unison/Unite Commentary and Check list
- Has your school met its legal requirement to update its risk assessments to include additional/revised control measures needed for a return to full opening in September?
- Has your school adopted satisfactory control measures to minimise contact with those who are unwell?
- Has your school adopted satisfactory control measures to clean hands more often than usual?
- Has your school adopted satisfactory control measures to ensure good respiratory hygiene?
- Has your school adopted satisfactory control measures to introduce enhanced cleaning including for frequently touched surfaces?
- Has your school adopted satisfactory control measures for wearing PPE?
- Has your school adopted satisfactory control measures to engage with the NHS Test & Trace process?
- Has your school adopted satisfactory control measures to manage confirmed COVID-19 cases in the school community?
- Has your school adopted satisfactory control measures to contain any outbreak by following local health protection team advice?
- Has your school adopted satisfactory control measures for social distancing when grouping students?
- Has your school adopted satisfactory control measures for social distancing within the classroom?
- Has your school adopted satisfactory control measures for social distancing elsewhere in the school?
- Has your school adopted satisfactory control measures for social distancing on arrival and departure?
- Has your school made satisfactory plans to address vulnerable and higher risk individuals?
- Has your school made satisfactory plans to address well-being and workload?
- Has your school made satisfactory plans for dedicated school transport including statutory provision?
- Has your school made satisfactory plans for wider public transport?
- Has your school made satisfactory plans for student attendance?
- Has your school made satisfactory plans for educational visits?
- Has your school made satisfactory plans for school uniform policy in order to make it easier to wear clean clothes?
- Has your school made satisfactory plans for extra-curricular provision?
- Has your school made satisfactory plans to address curriculum expectations?
- Has your school reviewed its behaviour policy and pastoral systems to make them relevant and appropriate for the Coronavirus period?
- Has your school made satisfactory plans to address assessment and accountability?
- Has your school made satisfactory contingency plans for responding to Covid-19 outbreaks?

