



## **RCSAT (Bunbury) Recovery Risk Assessment September 2020**

This Risk Assessment is written and informed by the guidance issued by the DFE in July 2020. It draws upon the knowledge and experience gained by the RCSAT SLT team since the start of lockdown on March 23rd and the management and control measures that have developed following the expansion of numbers in school since June 1st 2020.

The key guidance can be viewed by clicking here: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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 controls to reduce the risk to the lowest reasonably practicable level.

### **Overarching Guidance for all staff:**

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). The DFE has introduced the following nine-step system of controls which they require schools to work effectively in order to reduce risks and create a safer environment:

### **System of controls**

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

#### **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) Clean hands thoroughly more often than usual
- 3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) Minimise contact between individuals and maintain social distancing wherever possible
- 6) Where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

## Response to any infection:

7) Engage with the NHS Test and Trace process (See notes below)

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

9) Contain any outbreak by following local health protection team advice (HPT)

Numbers 7 to 9 must be followed in every case where they are relevant.

## For Staff these principles transforms to:

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing your manager) and access a test as soon as possible.
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach...
6. Follow the whole school cleaning regime and work as a whole school team to maintain cleanliness
7. Continue to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
8. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
9. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by **updating your classrooms displays with posters.**
10. Prevent your class from sharing high use equipment and resources (like stationary). Within Classes from September some resources such as books and games can be shared.
11. Any resources which are shared between bubbles should be cleaned thoroughly between each use or rotated to allow for them to be left unused for a period of 48hours (72 hours for plastics) before being used by the next class.
12. Keep your classroom door and windows open if possible, for air flow.
13. Limit the number of children from your class using the toilet at any one time.
14. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
15. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

| Aspect                                  | Measures to Implement  | DfE Guidance  | Notes  | Risk |
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| <b>Staffing including communication</b> | <ul style="list-style-type: none"> <li>Red amber green RA to be carried out weekly for staff to ensure their mental and physical health is taken into account.</li> <li>Personalised support packages and interventions for staff if required.</li> <li>Staffing rota to ensure only staff are present in school who need to be in school.</li> <li>Home working where possible.</li> <li>Admin teams: One person in the office at one time. Normal working in office. Limit contact with other adults.</li> </ul> | <ul style="list-style-type: none"> <li>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</li> </ul>   | <p>Start of every staff meeting with 'How is everybody'.</p> <p>Special eye kept on those staff that have returned from shielding.</p>   | H    |
| <b>Staffing</b>                         | <ul style="list-style-type: none"> <li>Each class bubble is now entering school at staggered times.</li> <li>Minimal movement of staff between bubbles. Clear timetable of staff to be kept for contact tracing.</li> </ul>  | <p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> <li>ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</li> <li>Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days.</li> </ul>   | <p>Some staff need to move between bubbles to facilitate PPA and potential staff absence, music , PE and these need to pay extra attention to social distancing from children and adults in that bubble.</p> | M    |
| <b>Pupils</b>                           | <ul style="list-style-type: none"> <li>Grouping of pupils will be led by their year group from September</li> <li>Only adults can move between class bubbles.</li> <li>Children will play and learn in class distinct bubbles</li> </ul>   | <ul style="list-style-type: none"> <li>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</li> <li>Schools are encouraged to maintain distinct pupil groups or 'bubbles' that do not mix to limit the number of pupils and staff in contact with each other. This also makes it easier to identify those who may need to self-isolate in the event of a positive case of coronavirus.</li> <li>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.</li> <li>In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on</li> </ul> |  | H    |

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|                         | <p><b>Uniform</b></p> <p>Pupils to return to wearing uniform in September –PE days pupils are to arrive in kit to avoid additional bags/kit in school and need to change.</p>   | <p>bubbles/Pods within their system of controls and increase the size of these groups.</p> <ul style="list-style-type: none"> <li>It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform.</li> <li>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> </ul>   | <p>Message gone out to parents on PE kits to be worn to give them plenty of notice. Reminder in newsletter and no PE on first few days back to give parents time to prepare and school to remind them for second week back.</p>  |   |
| <b>Behaviour Policy</b> | <ul style="list-style-type: none"> <li>Children who do not follow strict rules will be given warnings in line with already established behaviour strategy. If they continue to disobey the strict rules on social distancing and or hygiene routines, then the leadership team may ring parents and that pupil may be sent home.</li> <li>Children are not to be inside the building alone during break time or during lunch time.</li> </ul> | <ul style="list-style-type: none"> <li>Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.</li> </ul> <p>In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.</p> <p>Areas schools may wish to add to their behaviour policy are:</p> <ul style="list-style-type: none"> <li>following any altered routines for arrival or departure</li> <li>following school instructions on hygiene, such as handwashing and sanitising</li> <li>following instructions on who pupils can socialise with at school</li> <li>moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)</li> <li>expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands</li> <li>tell an adult if you are experiencing symptoms of coronavirus</li> <li>rules about sharing any equipment or other items including drinking bottles</li> <li>amended expectations about breaks or play times, including where children may or may not play</li> <li>use of toilets</li> <li>clear rules about coughing or spitting at or towards any other person</li> <li>clear rules for pupils at home about conduct in relation to remote education</li> </ul> | <p>Further guidance referenced:<br/> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf</a></p> <p>Certain children already been struggling with bubble system and behaviour such as HC will need to be looked at with class teacher and SENCo to help with strategies.</p> | M |

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|  |  | <ul style="list-style-type: none"> <li>rewards and sanction system where appropriate</li> </ul> <p>Identify any reasonable adjustments that need to be made for students with more challenging behaviour.</p>  |   |          |
| <b><u>Actions</u></b> <ul style="list-style-type: none"> <li><b>Requirement: Pupils to return to wearing uniform in September – on sports day's pupils are to arrive in kit to avoid additional bags/kit in school and need to change.</b></li> <li><b>Bring in water bottles, lunch bags, books to be in clear plastic zip wallets provided by school.</b></li> <li><b>No bags to be brought in.</b></li> <li><b>Pencil cases to be supplied by school</b></li> <li><b>Any coats/jumpers to be placed on back of chair</b></li> </ul> |  |  |   |          |
| <b>PPE</b>   | <ul style="list-style-type: none"> <li>Staff have received guidance about safe removal and application of PPE masks and other equipment. Information given about how to dispose of used PPE and safe administration of first aid during COVID19 restrictions.</li> <li>Contingence issues and soiling should be dealt with staff in appropriate PPE if occasional. If a child has major issues full individual RA to be undertaken in consultation with parents and SENCO and decision made regarding the safest way forward.</li> <li>Kitchen servery area not to be entered by staff or pupils. All meals to be served in paper bags up to October half term then reviewed. Each day meals will be delivered by the kitchen staff to the classroom doors for classroom staff to distribute. NO snacks to be served during Autumn 1 to reduce money being handled.</li> </ul> | <ul style="list-style-type: none"> <li>The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:</li> <li>Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</li> <li>Area needs to be thoroughly disinfected once Covid case has left and waste double bagged, left for 72 hours before disposal via normal waste. Public areas/areas of low transmission clean in normal manner</li> <li>Reference to PPE in the following situations means: <ul style="list-style-type: none"> <li>fluid-resistant surgical face masks</li> <li>disposable gloves</li> <li>disposable plastic aprons</li> <li>eye protection (for example a face visor or goggles)</li> </ul> </li> <li>The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is as follows: <ul style="list-style-type: none"> <li>a face mask should be worn if a distance of 1+ metres cannot be maintained</li> <li>if contact is necessary, then gloves, an apron and a face mask should be worn</li> </ul> </li> </ul> | <p>This section further informed by June 20<sup>th</sup> updated guidance on PPE in educational settings:</p> <p><a href="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">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</a></p> <p>Doctor explained that transmission rates for children under Year 5 were lower and therefore</p> | <b>H</b> |

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|  |   | <ul style="list-style-type: none"> <li>▪ if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting, then eye protection should also be worn</li> <li>▪ When PPE is used, it is essential that it is used properly.</li> </ul>  | a facial covering was not needed. Also, that younger children do not have the discipline to comply. Reception pupils a third less likely to contract the virus and no evidence of primary pupils giving it to adults. |          |
| <b>Actions</b> <ul style="list-style-type: none"> <li>▪ Face masks have been supplied for staff. Staff can use their own if preferred.</li> <li>▪ Staff to revise the correct procedure for PPE and the procedure if a child displays symptoms of COVID on INSET day 1.9.2020</li> </ul> |   |  |   |          |
| <b>Bubble Size and Groups</b>  | <ul style="list-style-type: none"> <li>▪ Bubbles will be made up of a class</li> <li>▪ Social distancing applies <u>where possible</u> and practical inside the classroom. Forward facing desks.</li> <li>▪ Staff ratios for EYFS remain.</li> <li>▪ Bubbles should remain apart from each other for the entire day.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</li> <li>▪ When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups.</li> <li>▪ Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</li> </ul> |   | <b>M</b> |
| <b>Actions</b> <ul style="list-style-type: none"> <li>▪ All unnecessary furniture still to be removed to allow more space for movement.</li> <li>▪ Excess furniture to be stored.</li> </ul>   |   |  |   |          |
| <b>'Classroom Bubbles'</b>   | <ul style="list-style-type: none"> <li>▪ Children should not mix with other Bubbles</li> </ul>  | Keep cohorts together where possible and:  | Collection and drop off points need to  | <b>M</b> |

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|                          | <ul style="list-style-type: none"> <li>Playtimes and lunch times should be with one designated midday/support assistant who serves and watches the children.</li> <li>Lunchtimes are staggered and break times need to be planned by class leads to ensure they are staggered</li> </ul>  | <ul style="list-style-type: none"> <li>Ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</li> <li>Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days.</li> <li>Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day.</li> <li>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</li> </ul> | be carefully considered.<br>Provision made for siblings.  |   |
| <b>Actions</b>           |   |   |   |   |
| <b>Physical Building</b> | <ul style="list-style-type: none"> <li>Single desks but can have children sat side by side</li> <li>Desks to face in the same direction to ensure pupils are not facing each other</li> <li>Channels for the teacher to be created behind the desks for teachers to move</li> <li>All furniture not being used is to be stored and moved, including soft furnishings which cannot be cleaned.</li> <li>Door to be wedged open at all times including toilet doors</li> <li>Cloak rooms to be left empty and coats on the back of chairs. Doors to be propped open.</li> <li>Children discouraged from bringing anything from home that is unnecessary. Only a water bottle and coat will be required with a lunch box if necessary. No rucksacks or book bags.</li> <li>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> </ul> | <ul style="list-style-type: none"> <li>Desks should be spaced as far apart as possible.</li> <li>Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day.</li> <li>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.</li> <li>They should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</li> <li>When timetabling, groups should be kept apart and movement around the school site kept to a minimum.</li> </ul>   | <p>Some equipment not being used can be stored in the hall</p> <p>Isolation room is the middle room</p> | M |



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|  | <ul style="list-style-type: none"> <li>▪ Classroom spaces should be accessed from a singular entrance and preferably, directly from outside if possible.</li> <li>▪ One way circulation to be implemented for corridors.</li> <li>▪ Wedges to be used to keep doors open.</li> <li>▪ All windows to be opened first thing in morning and left open throughout the day when possible</li> </ul> <p><b>Reception classroom- Changes.</b></p> <ul style="list-style-type: none"> <li>▪ Remove all non-essential objects.</li> <li>▪ Fire Drill practise to take place in during week beginning September 7<sup>th</sup></li> </ul> <p><b>Other Classroom Spaces</b></p> <ul style="list-style-type: none"> <li>▪ <b>Hall</b> to be used as BSC/ASC and for music tuition for LMT once a week</li> <li>▪ Hall to be cleaned after tuition</li> <li>▪ <b>Indoor PE to be avoided if at all.</b></li> <li>▪ <b>EY</b> area each to be used as normal classroom spaces –</li> <li>▪ <b>Year 1 / 2</b> space used as normal</li> <li>▪ <b>Year 3/4 / 5 / 6</b> areas to be used as classroom spaces.</li> <li>▪ <b>Outdoor climbing equipment OOB</b></li> </ul> <p><b>Isolation Room-</b></p> <ul style="list-style-type: none"> <li>• <b>To remain as already planned currently in the middle room for any illness either Covid / No COVID</b></li> </ul> <p>Remove all non-essential items in staff room</p> <ul style="list-style-type: none"> <li>▪ PPA can be taken in staff room</li> </ul> <p><b>Outdoor Space</b></p> <ul style="list-style-type: none"> <li>▪ 7 different areas for each class on field and EY using their own outside area.</li> <li>▪ Where lessons and weather permit, learning is to take place outside,</li> </ul> | <ul style="list-style-type: none"> <li>▪ Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</li> </ul> |  |  |
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|   | <p>teachers should use outdoor education wherever possible.</p> <ul style="list-style-type: none"> <li>Outdoor equipment, however, should not be used unless sufficient cleaning of the equipment can be completed after any activity.</li> <li>Children are not to enter the building alone.</li> </ul> <p><b>Security</b></p> <ul style="list-style-type: none"> <li>Site gates to be locked each morning and remain locked throughout day.</li> </ul> <p><b>Signage</b></p> <ul style="list-style-type: none"> <li>Signage for movement around external building for parents</li> <li>Use tape on floor to demarcate areas and walkways.</li> <li>Ensure toilets have washing hands posters.</li> <li>Distance reminders in and outside of school.</li> </ul> | Plan parents' drop-off and pick-up protocols that minimise adult to adult contact   |   |   |
| <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li><b>All gate signage to be refreshed before September.</b></li> <li><b>Furniture moved and rooms set up following this guidance</b></li> <li><b>Meeting to check provision between Head and Health and Safety/ Safeguarding governor to be arranged in September</b></li> <li><b>Timetable for hall use/break and lunchtimes/ playground use agreed between teaching staff and shared with TAs and Midday staff before September 3rd</b></li> <li><b>Drop off and collection times shared with parents along with protocol letter in last week of August.</b></li> </ul> |  |   |   |   |
| <b>Teaching, Learning and Curriculum</b>  | <ul style="list-style-type: none"> <li>Lessons and activities will be decided by senior leaders and teachers, the curriculum from September will be broad, creative, ambitious but flexible in its nature.</li> <li>Teachers will be informed by their baseline assessments, Teacher observations and information shared by parents on their child's lockdown passport as to correct starting points.</li> <li>The first two weeks of term will be a time for the school to rebalance and settle so greater time will be spent on the emotional well-being and personal social and health education of the children.</li> </ul>  | <p>The key principles that underpin our advice on curriculum planning are:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to</li> </ul> | £650 million will be spent on ensuring all pupils have the chance to catch up and supporting schools to rise to the challenge. This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 | L |

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|  | <ul style="list-style-type: none"> <li>▪ Marking will return to a pre-COVID expectation.</li> <li>▪ Additional resources will be purchased to support learning and avoid sharing particularly of stationary, books, maths equipment, white boards</li> </ul> | <p>create time to cover the most important missed content: Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading</p> <ul style="list-style-type: none"> <li>▪ Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</li> <li>▪ Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems. Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>▪ Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and</li> </ul> | <p>academic year. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/</a></p> <p>LMT provided risk assessment and safer practice guidance for brass lessons. To take place in school in 2 sessions. Class will be split in half and seated at the prescribed distance.</p> |  |
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|  |  | brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.  |   |   |
| <b>Actions</b> <ul style="list-style-type: none"> <li>▪ <b>Considerations for the first two weeks and then after this.</b></li> <li>▪ <b>SLT will be consider the curriculum offer once the logistics have been finalised.</b></li> <li>▪ <b>SLT to work with staff to address the wide range of needs academically and socially/emotionally within each class.</b></li> <li>▪ <b>SLT tasked with delivering an ambitious and effective 'catch-up' programme in Autumn term</b></li> </ul> |  |  |   |   |
| <b>Social Distancing</b>   | <ul style="list-style-type: none"> <li>▪ Physical contact such as handshakes and hugs should be avoided between educational staff</li> <li>▪ Staff on site should endeavour to stay 1m+ apart. Staff to staff transmission is a greater risk than pupil to pupil</li> <li>▪ Adherence to this policy will be monitored.</li> </ul>   | <p>How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:</p> <ul style="list-style-type: none"> <li>• grouping children together</li> <li>• avoiding contact between groups</li> <li>• arranging classrooms with forward facing desks</li> <li>• staff maintaining distance from pupils and other staff as much as possible</li> </ul>  |   | M |
| <b>Timetable for Day</b>   | <ul style="list-style-type: none"> <li>▪ Class groups should have staggered break times and lunch times.</li> <li>▪ 20 minute slot at the start and 20 mins at the end of day to handover children. Hygiene rules at the start and end of day.</li> <li>▪ Staggered break time so that all pupils are outside at the same time but socially distanced into class bubbles.</li> <li>▪ Children to stay in designated zones outsides.</li> </ul> | <ul style="list-style-type: none"> <li>• Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour.</li> </ul> <p>Reduce mixing within education or childcare setting by:</p> <ul style="list-style-type: none"> <li>• Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time.</li> <li>• Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</li> </ul> | . | M |
| <b>Lunchtimes</b>  | <p>Lunch times - food will be eaten in classrooms.</p> <ul style="list-style-type: none"> <li>▪ Until half term all lunches eaten in classroom or outside</li> <li>▪ Grab bags provided by kitchen team and delivered to doors of classrooms.</li> <li>▪ Tables wiped down before eating and after eating</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</li> </ul>  |   | M |

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|                          | All rubbish double bagged, bagged knotted after use and dispose of in external bin   |  |  |   |
| <b>Movement-Children</b> | <ul style="list-style-type: none"> <li>Internal corridors around school using arrows to show pupils movement.</li> <li>Classrooms to have channels for teachers to move around</li> <li>Each bubble enters and exits the site and onto playground from different doors</li> <li>Each class bubble contained with different classrooms in the school</li> </ul> | <ul style="list-style-type: none"> <li>Accessing rooms directly from outside where possible</li> <li>Considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</li> </ul>   |  | L |
| <b>Movement-Staff</b>    | <ul style="list-style-type: none"> <li>Teachers can sit together in staffroom - tables will be spaced out for social distancing</li> <li>All staff will have to utilise staff toilets</li> </ul>   | <ul style="list-style-type: none"> <li>Stagger the use of staff rooms and offices to limit occupancy</li> </ul>  |  | L |
| <b>Movement-Parents</b>  | <ul style="list-style-type: none"> <li>Parents should not enter the school building under any circumstances.</li> <li>Markings on the floor and on allocated gates around the school for drop offs and pickups.</li> <li>Only one parent should drop off and collect children.</li> <li>No go zone for teachers to stand in and release pupils.</li> </ul>     | <ul style="list-style-type: none"> <li>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using 'walking buses' (a supervised group of children being walked to, or from, school), or working with their local authority to promote safe cycling routes.</li> </ul>  | Pictures and walk through  | L |
| <b>Working Hours</b>     | <ul style="list-style-type: none"> <li>Staff should only enter the school site between 7.30am and leave by 4.30pm</li> <li>Staff meetings to be arranged – Zoom based</li> <li>Cleaner in after 4.30pm. and 3.30p.m. on Fridays.</li> <li>Caretaker 7.30am.</li> </ul>   | <ul style="list-style-type: none"> <li>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>All employers have a duty of care to their employees, and this extends to their mental health.</li> <li>Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals.</li> <li>It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens.</li> </ul> | Further guidance is available here on workload reduction considerations: <a href="https://www.gov.uk/guidance/school-workload-reduction-toolkit">https://www.gov.uk/guidance/school-workload-reduction-toolkit</a> | L |
| <b>Premises checks</b>   | <b>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</b>  | <ul style="list-style-type: none"> <li>We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school.</li> </ul>   |  | M |



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|                          | <p>water build up, to pre-empt possible bacteria growth.</p> <p><b>Security</b></p> <ul style="list-style-type: none"> <li>▪ All areas of the school should be kept secure.</li> <li>▪ Access to certain closed areas should only be possible by relevant staff – for example art store and paper store – only to be accessed by single member of staff and only if absolutely required</li> <li>▪ Check that access control and lockdown systems are operational.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>▪ Where possible, occupied room windows should be open.</li> </ul> <p><b>Other points to consider</b></p> <ul style="list-style-type: none"> <li>▪ Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode.</li> <li>▪ For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building e.g. hygiene rooms, sports hall showers etc.</li> <li>▪ Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance: <a href="https://www.hse.gov.uk/news/work-equipment-coronavirus.htm">https://www.hse.gov.uk/news/work-equipment-coronavirus.htm</a></li> </ul> |  |  |   |
| <b>Toilet facilities</b> | <ul style="list-style-type: none"> <li>▪ Different classroom Bubble pupils do not mix in the toilets.</li> <li>▪ Timetable for toilets to be maintained</li> <li>▪ Door wedges to keep the doors semi open to ensure privacy but keep ventilation.</li> <li>▪ Caretaker and cleaner to check soap supply is adequate</li> <li>▪ SMO to ensure hand sanitiser is adequate each week</li> </ul>   | <ul style="list-style-type: none"> <li>▪ ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> </ul> <p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</li> </ul> |  | H |

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|                  | <ul style="list-style-type: none"> <li>Any children with wetting or soiling issues are actively encouraged to sort themselves. If assistance is required then staff must wear PPE to assist and double bag and seal any dirty clothes.</li> <li>One set of PPE will be placed in designated area with medical waste bins in each area class area</li> </ul>   | <ul style="list-style-type: none"> <li>frequently touched surfaces being cleaned more often than normal</li> <li>different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</li> </ul> <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p>  |   |   |
| <b>First Aid</b> | <ul style="list-style-type: none"> <li>PPE should be worn (gloves, goggles, apron and masks) when dealing with a first aid incident.</li> <li>Individual teachers / middays (with first aid training) should administer basic first aid in the first instance.</li> <li>Serious injuries should be seen by a fully trained first aider.</li> <li>Vomit is required to be cleaned up as soon after incident as possible (Full PPE to be worn – mask, gloves, apron and goggles).</li> </ul>  |   |   | H |
| <b>Cleaning</b>  | <p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>Cleaning schedule to continue to be maintained</li> </ul> <p><b>Additional Classroom Directives</b></p> <ul style="list-style-type: none"> <li><b>Reception:</b> Malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances.</li> <li><b>Reception:</b> Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed after use and where possible, children should be discouraged from sharing these.</li> <li><b>Reception:</b> Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch</li> </ul> | <ul style="list-style-type: none"> <li>discuss with cleaning contractors or staff the additional cleaning requirements and agree an adjustments to normal working hours</li> <li>follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</li> <li>clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</li> <li>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</li> <li>Points to consider and implement:</li> <li>putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</li> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>Frequently touched surfaces being cleaned more often than normal.</li> </ul> | <p>Maximum time staff can stay to – 4.30p.m</p> <p>COSHH rules regarding bleach</p> | H |



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|  | <p>their faces or to put objects in their mouths. Sharing stories, singing and playing outdoor games will help all children to socialise and resettlement into familiar everyday classroom routines.</p> <ul style="list-style-type: none"> <li>▪ <b>Infants and Juniors:</b> Desks should be wiped regularly.</li> <li>▪ <b>Infants and Juniors:</b> Teachers should have a spray bottle of sanitiser and cloths (disposable)</li> <li>▪ Any objects the children touch frequently should be disinfected once use has finished.</li> </ul>   |  |  |   |
| <b>Actions</b> <ul style="list-style-type: none"> <li>▪ <b>Ensure supply chains for cleaning products and educational resources – many companies' still furloughed or downsized staff so order turnaround time is slower.</b></li> <li>▪ <b>Explore a wider 'pool' of suppliers</b></li> </ul> |   |  |  |   |
| <b>Communication to and from Parents</b>   | <ul style="list-style-type: none"> <li>▪ Essential correspondence sent out via text/email to parents.</li> <li>▪ Newsletter and general correspondence; if whole school via teachers to parents, If class specific via class emails or text to parents.</li> <li>▪ Any forms or messages from parents should be emailed to the school office or parents should ring office</li> <li>▪ Communicate methods of entry and exit to the school grounds to be kept brief – loitering not to be encouraged</li> <li>▪ Parents not allowed on the site ( school office) for at least the first half term</li> </ul> | <ul style="list-style-type: none"> <li>▪ tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> <li>▪ tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>▪ make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> <li>▪ also think about engaging parents and children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a></li> <li>▪ Remind parents about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</li> </ul> |  | M |
| <b>Procedures for medical care, isolation and confirmed cases</b>  | <ul style="list-style-type: none"> <li>▪ Use of 'airlock' if symptoms are apparent.</li> <li>▪ Parents to be called and children to be sent home as soon as possible if they develop symptoms and then will need to isolate with their household members for 14 days.</li> <li>▪ All staff who display symptoms should access a test provided by the appropriate health care professional.</li> <li>▪ Staff also to be provided with information regarding access to testing and encouraged</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</li> <li>▪ 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.</li> </ul>  | See school protocol on the back of badges all staff carry to remind yourself of the procedure. | H |

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|  | <p>to get tested as they require even if without symptoms</p> <ul style="list-style-type: none"> <li>10 home testing kits provided to schools to issue to staff and parents from September.</li> <li>If a children or staff member tests negative, they can return to their setting and end the self-isolation of their household.</li> <li>If any children or staff test positive, the rest of their class and group should be sent home and advised to isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group, subsequently develops symptoms..</li> <li>If two or more cases are confirmed in a 14 day window then the Principal will contact with the local HPT (Health Protection Team).</li> </ul> <p><a href="https://www.gov.uk/guidance/contacts-phe-health-protection-teams">https://www.gov.uk/guidance/contacts-phe-health-protection-teams</a></p> <p>The Team that covers Cheshire East can be contacted on using the details below:<br/> <b>Cheshire and Merseyside HPT</b><br/> Public Health England North West<br/> Suite 3B<br/> 3rd Floor<br/> Cunard Building<br/> Water Street<br/> <br/> Liverpool<br/> L3 1DS<br/> Email <a href="mailto:Candmhpu@phe.gov.uk">Candmhpu@phe.gov.uk</a>;<br/> <a href="mailto:PHE.candmhpu@nhs.net">PHE.candmhpu@nhs.net</a><br/> Telephone 0344 225 0562 (option 1)<br/> Out of hours advice 0151 434 4819</p> | <ul style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>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)</li> <li>proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>travelling in a small vehicle, like a car, with an infected person</li> </ul> </li> <li>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</li> <li>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.</li> <li>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and: <ul style="list-style-type: none"> <li>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.</li> <li>if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had</li> </ul> </li> </ul> | <p>Two template letters are stored on the school system These are to be issued to staff or children's parents/carers if a suspected case is evident.</p> |  |
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|   |   | <p>symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Further guidance is available on testing and tracing for coronavirus (COVID-19).</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Contain any outbreak by following local health protection team advice</li> <li>▪ If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</li> </ul> |   |
| <b>Shielding and clinically vulnerable children and adults.</b> | <ul style="list-style-type: none"> <li>▪ If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.</li> <li>▪ Where schools apply the full measures in the most recent guidance the risks to all staff will be mitigated significantly, including</li> </ul> | <ul style="list-style-type: none"> <li>▪ Pupils who are shielding or self-isolating</li> <li>▪ We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that: <ul style="list-style-type: none"> <li>▪ 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)</li> </ul> </li> </ul> |  | M |

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|  | <p>those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</p> <ul style="list-style-type: none"> <li>Where a member of staff has for a range of reasons a higher risk rate than the school will try as far as practically possible to accommodate additional measures where appropriate.</li> <li>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</li> <li>School to maintain a staff health risk register – regularly reviewed and if required individual staff risk assessments undertaken to record actions required/discuss/taken.</li> </ul> | <ul style="list-style-type: none"> <li>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</li> <li>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).</li> <li>some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually 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.</li> <li>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).</li> <li>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</li> </ul> <p><b>Staff who are clinically vulnerable or extremely clinically vulnerable</b></p> <ul style="list-style-type: none"> <li>Advice for those who are clinically-vulnerable, including pregnant women, is available.</li> <li>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.</li> <li>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</li> <li>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> </ul> |  |  |
|  | <p><b>Actions</b></p> <ul style="list-style-type: none"> <li><b>Ensure admin staff know how to issue letters regarding track and trace and outbreak letters if required</b></li> </ul>   |  |  |  |

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|  | <ul style="list-style-type: none"> <li>▪ <b>Ensure posters displaying number of local Health Protection Team (HPT) are clearly displayed in office, staff room and caretaker's office.</b></li> <li>▪ <b>Ensure staff Health questionnaire is maintained and updated each term to ensure senior leaders are aware of the 'picture' of staff health and are taking appropriate actions to mitigate risk and support wellbeing.</b></li> </ul> |   |  |   |
| <b>Visitors including supply and peripatetic teachers.</b> | <ul style="list-style-type: none"> <li>▪ Any visitors who are not critical to teaching individual class groups should not enter the school building.</li> <li>▪ Parents should not enter the school building under any circumstances. Any communication should be done via email, telephone or conference call.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</li> <li>▪ To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.</li> </ul> |  | L |