



Upton Westlea Primary School
Recovery Plan and Risk Assessment
2nd January 2022

Essential Measures

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements

Overview from the DfE:

'The government continues to manage the risk of serious illness from the spread of the virus. The Prime Minister announced on 27 November the temporary introduction of new measures as a result of the Omicron variant and on 8 December that Plan B, set out in the autumn and winter plan 2021 <https://www.gov.uk/government/publications/covid-19-response-autumn-and-winter-plan-2021/covid-19-response-autumn-and-winter-plan-2021>, was being enacted. As a result, these measures are reflected in this guidance for schools. This advice remains subject to change as the situation develops. COVID-19 continues to be a virus that we learn to live with and the imperative to reduce the disruption to children and young people's education remains. Our priority is for you to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health. We have worked closely with the Department of Health and Social Care (DHSC) and the United Kingdom Health Security Agency (UKHSA) to revise this guidance'.

This risk assessment was completed in consultation with Governors and staff.

Section 1: Public health advice to minimise coronavirus (COVID-19) risks																					
Aspect	Risk	Measures to Implement	Information taken directly from DfE Guidance																		
Risk Assessment		1. Updating of recovery Plan in line with new guidance from DfE 2. Creating a separate Risk Assessment in line with HSE model. See DfE guidance opposite. 3. Update and consider altering risk assessment in schools related to Health and Safety. 4. Share the risk assessment with all stakeholders across school. 5. Monitor and review the COVID-19 Risk Assessment and Review the controls regularly. Risk assessments consulted on with all class teachers on 1 st September 2021. Amendments made and returned to KC. Individual class risk assessments to be signed by all staff working within that environment and Headteacher. Copies to be kept in risk assessment file in each classroom and with the Headteacher.	You must comply with health and safety law and put in place proportionate control measures. You must regularly review and update your risk assessments - treating them as 'living documents', as the circumstances in your school and the public health advice changes. This includes having active arrangements in place to monitor whether the controls are effective and working as planned. For more information on what is required of school leaders in relation to health and safety risk assessments and managing risk, see the health and safety advice for schools .																		
'Mixing' and 'Bubbles'		Although 'bubbles' are no longer recommended by the DfE they will continue at Upton Westlea until further notice. As such the following procedures will be implemented..... - Ensure consistency of groups around school. Each class should be separated and leaders should minimise contact and interaction between groups for the first half term. <table border="1" style="width: 100%;"> <tr><td>Nursery</td><td>Emily Goldup</td></tr> <tr><td>Reception</td><td>Emma Clements / Cheryl Holmes</td></tr> <tr><td>Year 1</td><td>Frankie McCracken</td></tr> <tr><td>Year 2</td><td>Laura Dalton</td></tr> <tr><td>Year 3</td><td>Cath Lanceley</td></tr> <tr><td>Year 4</td><td>Sally Kelly / Vicky Field</td></tr> <tr><td>Year 5</td><td>Andy Newman</td></tr> <tr><td>Year 6</td><td>Helen Key</td></tr> <tr><td>Eden</td><td>Louise Wright</td></tr> </table> Start times / Finish Times – there are no longer staggered starts and finishes – the main gates will be opened between 8.30 and 8.35a.m. – all classroom doors will be open at that time. Only Reception and Year 2 parents will be allowed on the main playground. Reception staff will meet children / parents at 8.40a.m. All parents need to be off the playground by 8.45a.m. as gates will be locked promptly. ALL breakfast club children will be delivered to classes by 8.30am whether their doors open at that time or not. If it is raining ALL doors to be open at 8.30am promptly. Assemblies – For Autumn 1 Monday assemblies will be split: 9.40 Years 1 and 2 10.00 Years 3 and 4 10.40 Years 5 and 6	Nursery	Emily Goldup	Reception	Emma Clements / Cheryl Holmes	Year 1	Frankie McCracken	Year 2	Laura Dalton	Year 3	Cath Lanceley	Year 4	Sally Kelly / Vicky Field	Year 5	Andy Newman	Year 6	Helen Key	Eden	Louise Wright	We no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). This means that 'bubbles' will not need to be used in schools. As well as enabling flexibility in curriculum delivery, this means that assemblies can resume and you no longer need to make alternative arrangements to avoid mixing at lunch. You should make sure your contingency plans (sometimes called outbreak management plans) cover the possibility that it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups. Any decision to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.
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Celebration assemblies will take place in class on a Friday as will singing assemblies on a Wednesday. (Class assemblies – Tuesday and Thursday).

Playtimes

Each year group has their own area to play in to reduce the chances of cross contamination. If groups can stay in their area there is less need to stagger break times and lunch times further than we have done so already (see timetable below) – the adventure playground and trim trail can now be used – timetable in place with cleaning included.

Morning Break times (playground staffing to be arranged)	
Reception	Flexible play times / staff cover each other
Year 1 / 2	10.00am (15 mins)
Year 3 / 4	10.40a.m.(15 mins)
Year 5 / 6	10.20a.m. (15 mins)
If possible Y1 - 6 children to run the daily mile across the afternoon session – staff to timetable	

Tracking Close Contacts and Isolation

Contact Tracing

Contact tracing will no longer routinely be required at Upton Westlea Primary School. NHS Test and Trace will contact all cases and identify community contacts and provide isolation and testing advice as appropriate.

SLT will contact the DfE and /or Public Health if additional support is required.

Agency	Contact
DfE Helpline	0800 046 8687, option 1
PHE Health Protection Team	0344 225 0562
Cheshire West and Chester Outbreak Hub	HealthProtectionSecure@cheshirewestandchester.gov.uk

Upton Westlea will follow the changes to the isolation guidance as identified in the Operational Guidance document January 2022.

Changes to isolation guidance

Close contacts in schools are now identified by NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.

As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parent to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. You may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.

From 14 December 2021, adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months identified as a contact of someone with COVID-19 are strongly advised to take a LFD test every day for 7 days and continue to attend their setting as normal, unless they have a positive test result. Daily testing of close contacts applies to all contacts who are:

- fully vaccinated adults – people who have had 2 doses of an approved vaccine
- all children and young people aged 5 to 18 years and 6 months, regardless of their vaccination status
- people who are not able to get vaccinated for medical reasons
- people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine

Children under 5 years are exempt from self-isolation and do not need to take part in daily testing of close contacts.

Pupils with SEND identified as close contacts should be supported by their school and their families to agree the most appropriate route for testing including, where appropriate, additional support to assist swabbing. For further information please see SEND guidance.

Further information is available in NHS Test and Trace: what to do if you are contacted and in the stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection 18-year-olds are treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact. Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting (see Stepping measures up and

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18-year-olds are treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.

Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting (see Stepping measures up and down <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance#stepping> section for more information) or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures



	<p>down section for more information) or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.</p>	
<p>Face Coverings</p>	<p>In the event of an increased rise in COVID cases the following will be advised:</p> <ul style="list-style-type: none"> - Face coverings should be temporarily worn in communal areas and corridors by all staff - Face coverings to be worn when speaking to parents - Face coverings to be worn by visitors entering the school building. - Parents will be advised to wear face masks whilst on school property. <p>December 2021 – Face masks should be worn in corridors and communal areas unless medically exempt.</p>	<p>Face coverings help protect the wearer and others against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of COVID-19.</p> <p>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2021) and above are educated, we recommend that face coverings should be worn by pupils, staff and adult visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas. This is a temporary measure. From January 4th, we also recommend that in those schools where pupils in year 7 and above are educated, face coverings should be worn in classrooms. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. This will also be a temporary measure. Pupils in these schools must also wear a face covering when travelling on public transport and should wear it on dedicated transport to and from school. We would not ordinarily expect teachers to wear a face covering in the classroom if they are at the front of the class, to support education delivery, although settings should be sensitive to the needs of individual teachers.</p> <p>In primary schools, we recommend that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas. Health advice continues to be that children in primary schools should not be asked to wear face coverings.</p> <p>See Circumstances where people are not able to wear face coverings for exceptions to this.</p> <p>Face coverings do not need to be worn when outdoors.</p> <p>Schools, as employers, have a duty to comply with the Equality Act 2010 which includes making reasonable adjustments for disabled staff. They also have a duty to make reasonable adjustments for disabled pupils, to support them to access education successfully. No pupil should be denied education on the grounds that they are not wearing a face covering.</p> <p>Transparent face coverings Transparent face coverings can be worn to assist communication with someone who relies on:</p> <ul style="list-style-type: none"> • lip reading • clear sound • facial expression. <p>Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. The benefits of transparent face coverings should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.</p> <p>Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>Circumstances where people are not able to wear face coverings There are some circumstances where people may not be able to wear a face covering. Please be mindful and respectful of such circumstances. Some people are less able to wear face coverings, and the reasons for this may not be visible to others. In relation to education settings, this includes (but is not limited to):</p> <ul style="list-style-type: none"> • people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability • people for whom putting on, wearing or removing a face covering will cause severe distress • people speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate • to avoid the risk of harm or injury to yourself or others • you are also permitted to remove a face covering in order to take medication. <p>Access to face coverings Due to the use of face coverings in wider society, staff and pupils are already likely to have access to face coverings.</p> <p>You should have a small contingency supply available for people who:</p> <ul style="list-style-type: none"> • are struggling to access a face covering • are unable to use their face covering as it has become damp, soiled or unsafe • have forgotten their face covering <p>Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p>



			<p>Safe wearing and removal of face coverings Your contingency plans should already cover a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils who may be distressed if required to remove a face covering against their wishes, particularly those with SEND.</p> <p>When wearing a face covering, staff, visitors and pupils should:</p> <ul style="list-style-type: none"> • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on • avoid touching the part of the face covering in contact with the mouth and nose, as it could be contaminated with the virus • change the face covering if it becomes damp or if they've touched the part of the face covering in contact with the mouth and nose • avoid taking it off and putting it back on a lot in quick succession to minimise potential contamination <p>When removing a face covering, staff, visitors and pupils should:</p> <ul style="list-style-type: none"> • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before removing • only handle the straps, ties or clips • not give it to someone else to use • if single-use, dispose of it carefully in a household waste bin and do not recycle • once removed, store reusable face coverings in a plastic bag until there is an opportunity to wash them. • if reusable, wash it in line with manufacturer's instructions at the highest temperature appropriate for the fabric 10 • wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser once removed <p>Separate guidance is also available on preventing and controlling infection, including the use of personal protective equipment (PPE), in education, childcare and children's social care settings.</p>
<p>Stepping Measures 'up and down'.</p>		<p>Upton Westlea will follow the recommendations in the 'Contingency Framework' and the guidance within this document.</p>	<p>You should have contingency plans (sometimes called outbreak management plans) outlining what you would do if children, pupils, students or staff test positive for COVID-19, or how you would operate if you were advised to take extra measures to help break chains of transmission. Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.</p> <p>Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.</p> <p>For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. Information on what circumstances might lead you to consider taking additional action, and the steps you should work through, can be found in the contingency framework.</p> <p>The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.</p>
<p>Preventative Measures</p>		<p>Ensure good hygiene for all.</p> <ul style="list-style-type: none"> - Handwashing facilities are available to each class bubble group. Additional handwashing products have been allocated to each class / workplace and are used frequently. - Hand gel is available but soap and water is encouraged. - Hand washing station has been purchased for outside Eden (for children entering the hall for lunch from the playground). - Designated times during the day will provide pupils opportunity to wash their hands (arrival and departure, before and after eating and after sneezing and coughing). Children wash / sanitise hand at the beginning and end of each transition & when entering / leaving the school building. <p>Hand sanitizer:</p> <ul style="list-style-type: none"> - do not use if skin problems e.g. dermatitis, psoriasis, sore broken skin - use in accordance with the manufacturers instructions and under supervision. Younger children will need support in the application of hand sanitizer. - hand sanitizer should be stored away from heat sources and in minimum quantities. <p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <ul style="list-style-type: none"> - Pupils should be encouraged not to touch their eyes, nose and mouths. - Tissues boxes will be readily available to all pupils in their classes. - Children explicitly taught good respiratory hygiene practice & reminded daily. Age appropriate resources / posters and language used. - Bins with lids have been sourced for all classrooms and toilets for tissues etc. <p>- Face coverings/masks can be worn by staff by personal preference.</p> <p>All staff to teach a e-Bug lesson early on to remind children about good hygiene.</p> <p>Maintain appropriate cleaning regimes, using standard products such as detergents</p>	<p>Hand hygiene</p> <p>Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.</p> <p>Respiratory hygiene</p> <p>The 'catch it, bin it, kill it' approach continues to be very important.</p> <p>The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene.</p> <p>Use of personal protective equipment (PPE)</p> <p>Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the use of PPE in education, childcare and children's social care settings provides more information on the use of PPE for COVID-19.</p>



- Cleaning procedures for shared use equipment such as signing in key pad, iPads, photocopier - displayed clearly alongside cleaning products
- Cleaner to wear gloves when cleaning
- Bleach to be used to clean items which cannot be done with soap which then is removed by water into a sink.
- Communication from teacher to cleaner and /or GE should be left a whiteboard outside the office for messages e.g. replenishing of cleaning materials or PPE. It is the class teachers responsibility to make sure buckets and baskets are always well stocked.
- Bins for tissues are emptied throughout the day and are available for pupils to use.
- COVID-19 cleaning guidance reissued and discussed with cleaning staff
- Cleaning buckets provided for each learning and shared space for frequent wiping of surfaces between sessions & activities
- Cleaning hours increased throughout the day – additional toilet and high use area cleaning timetabled. Additional toilet cleaning by GE before leaving in the morning.
- Cleaning and admin team will monitor cleaning stock daily

All classes: Tables should be wiped regularly.
All classes: Fully stocked cleaning buckets available in all learning spaces

- Bleach:**
- do not use cleaning chemicals when children are present, remove the children from the area before cleaning.
 - ensure surfaces are dry before allowing pupils to enter rooms where bleach has been used to disinfect surfaces.
 - do not allow children access to cleaning chemicals and store chemicals when not in use.
 - do not use if skin problems e.g. dermatitis, psoriasis, sore broken skin
 - use in accordance with the manufacturers instructions and application sheet.
 - follow the correct chemical contact time and dilution ratios.
 - only use in well ventilated areas.
 - wear gloves and eye protection in accordance with manufacturers instructions.
 - ensure the cap to products is secure before storing, store securely when not in use.
 - ensure residues are removed to prevent damage to pupil clothing and school furnishings.

You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.

PHE has published guidance on the [cleaning of non-healthcare settings](#)

Keep occupied spaces well ventilated

- Ventilate rooms where possible – windows and doors open. In the event of exceptionally cold weather, windows can be opened intermittently throughout the day and when the children are not in the classroom e.g. Playtimes, lunchtimes
- Air conditioning units and fans can be used in moderation.
- CO2 monitors to used on a regular basis.

Children to be reminded to bring coats in the event of cold weather. Additional layers can also be worn if necessary.

When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.

You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays.

Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.

If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.

Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations.

Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).

You should balance the need for increased ventilation while maintaining a comfortable temperature.

The [Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic](#) and [CIBSE COVID-19 advice](#) provides more information.

DfE is working with Public Health England, NHS Test and Trace, and the Scientific Advisory Group for Emergencies (SAGE) on a pilot project to measure CO2 levels in classrooms and exploring options to help improve ventilation in settings where needed.



Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19

- Use of isolation area sited in disabled toilet – door open and external doors opened. One member of staff to supervise in full PPE in the main entrance – no other person to enter that area until the child has been collected and area has been cleaned. All excess equipment needs to be removed from the disabled toilet. The disabled toilet needs its own cleaning bucket and PPE basket.
- **NO** parents or staff to use the disabled toilet.
- Parents to be called and children to be sent home as soon as possible if they develop symptoms and isolate for 7 days. Other members of the household do not need to isolate unless specifically told to by Track and Trace. All close contacts will be advised to have a PCR test.
- Parents access the building via the front entrance to access the disabled toilet and their child
- Staff to wear appropriate PPE if supervising a child with symptoms as above in PPE section
- All staff who display symptoms should access a test provided by the appropriate health care professional (Inform Kath Carruthers immediately).
- If a child or staff member tests negative, they can return to their setting and end the self-isolation of their household.
- If any children or staff test positive, the rest of their bubble class will remain in school unless specifically contacted by 'Track and Trace'. School will however suggest that the children within that bubble have a PCR test as a precaution. The other household members of that wider class or group do not need to self-isolate even if the child, young person or staff member they live with in that group subsequently develops symptoms. Letter templates have been provided by PHE and CWAC.

Staff will test twice a week until further notice.

When an individual develops COVID-19 symptoms or has a positive test

Pupils, staff and other adults should follow public health advice on [when to self-isolate and what to do](#). They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine). If anyone in your school develops [COVID-19 symptoms](#), however mild, you should send them home and they should follow public health advice.

If a pupil in a boarding school shows symptoms, they should usually self-isolate in their residential setting so that their usual support can continue, others may then benefit from self-isolating in their family home.

For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.

If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the [use of PPE in education, childcare and children's social care settings](#) guidance. Any rooms they use should be cleaned after they have left. The household (including any siblings) should follow the PHE [stay at home guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#).

Asymptomatic testing

Testing remains important in reducing the risk of transmission of infection within schools.

Staff and secondary school pupils should continue to test twice weekly at home, with lateral flow device (LFD) test kits, 3-4 days apart. Testing remains voluntary but is strongly encouraged.

Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.

Schools are strongly encouraged to ask parents and other visitors to take a lateral flow device (LFD) test before entering the school.

Further information on Daily Rapid Testing can be found in the Tracing close contacts and isolation section.

There is no need for primary age pupils (those in year 6 and below) to regularly test, unless they have been identified as a contact for someone who has tested positive for Covid-19 and therefore advised to take lateral flow tests every day for 7 days

Confirmatory PCR tests

Staff and pupils with a positive LFD test result should self-isolate in line with the [stay at home guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#). They will also need to [get a free PCR test to check if they have COVID-19](#).

Whilst awaiting the PCR result, the individual should continue to self-isolate.

If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms.

Additional information on [PCR test kits for schools and further education providers](#) is available.

Section 2: School operations		
Aspect	Measures to Implement	DfE Guidance
Attendance	<ul style="list-style-type: none"> - Leaders to work with communities to bring attendance levels back to their pre COVID-19 percentages. - Communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year 	Welcoming Children back to School



	<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 - Children with previously low attendance contacted directly by DSL (DG) to aid transition back to school - Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance - Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance 	<p>In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others.</p> <p>If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.</p> <p>Those formerly considered to be clinically extremely vulnerable</p> <p>Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again. Children and young people who were previously identified as being in one of these groups, are advised to continue to follow the guidance contained in Coronavirus: how to stay safe and help prevent the spread.</p> <p>Children and young people previously considered CEV should attend school and should follow the same COVID-19 guidance as the rest of the population. In some circumstances, a child or young person may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice</p> <p>Attendance</p> <p>School attendance is mandatory for all pupils of compulsory school age and it is a priority to ensure that as many children as possible regularly attend school.</p> <p>Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness).</p> <p>For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the school attendance guidance.</p> <p>Vulnerable children</p> <p>Where pupils who are self-isolating are within our definition of vulnerable, it is very important that you put systems in place to keep in contact with them, particularly if they have a social worker. Some children may be vulnerable who are not officially in statutory systems and schools should seek to support any children who they believe may have challenging circumstances at home.</p> <p>When a vulnerable pupil is asked to self-isolate, you should:</p> <ul style="list-style-type: none"> • notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head • agree with the social worker the best way to maintain contact and offer support <p>You should have procedures in place to:</p> <ul style="list-style-type: none"> • check if a vulnerable pupil is able to access remote education support • support them to access it (as far as possible) • regularly check if they are accessing remote education • keep in contact with them to check their wellbeing and refer onto other services if additional support is needed. <p>Travel and quarantine</p> <p>All children and staff travelling to England must adhere to government travel advice in travel to England from another country during coronavirus (COVID-19).</p> <p>Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.</p> <p>Where pupils travel from abroad to attend a boarding school, you will need to explain the rules to pupils and their parents before they travel to the UK.</p> <p>Additional guidance has been issued on boarding school students quarantine and testing arrangements</p>
<p>School Workforce</p>	<ul style="list-style-type: none"> - Personal adjustments made to working practices to mitigate the risk of transmission. - Individual risk assessments will be provided for all pregnant staff and those who are extremely clinically vulnerable. 	<p>From 13 December office workers who can work from home should do so. Anyone who cannot work from home, such as those involved in the face-to-face provision of education, should continue to go to their place of work.</p> <p>School leaders are best placed to determine the workforce required to meet the needs of their pupils. School leaders will need to consider whether it is possible for specific staff undertaking certain roles to work from home without disrupting to face-to-face education.</p> <p>Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again. If</p>



staff were previously identified as being in one of these groups, they are advised to continue to follow the guidance contained in Coronavirus: how to stay safe and help prevent the spread.

In some circumstances, staff may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice. Whilst individual risk assessments are not required, employers are expected to discuss any concerns that people previously considered CEV may have.

Employers will need to follow this specific guidance for pregnant employees. COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains further advice on vaccination. Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. You should also consider the needs of pregnant pupils.

Employers should be able to explain the measures they have in place to keep staff safe at work. The Health and Safety Executive (HSE) has published guidance on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace. For home working, employers should consider whether home working is appropriate for workers facing mental or physical health difficulties, or those with a particularly challenging home working environment. Employers should discuss concerns with staff.

Catering

Lunch times (playground staffing to be arranged)		
Reception	11.45am – 12.45pm	
Year 1 / Year 2	11.30am – 12.30pm	Hall 11.30 - 11.55
Eden (to eat in the classroom)	11.45am – 12.30pm	
Year 3 / Year 4	12.00pm – 12.45pm	Hall 12.00 – 12.25
Year 5 / Year 6	12.00pm – 12.45pm	Hall 12.25 – 12.45

Packed lunches to be collected on the way to the hall by Reception, Years 1, 2, 3 and 4. Packed lunch trolleys for Year 5 and 6 will remain at the bottom of the stairs where the children will collect their lunch on the way to the hall. Children to be ready lined up to enter hall at allocated start time.

Day	Years 1 & 2 11.30 – 12.30		Years 3 & 4 12.00 – 12.45		Years 5 & 6 12.00 – 12.45	
	Eden 11.45 – 12.30 (in class) Tracey					
	Reception 11.45 – 12.45 (Luvena & DE to support in canteen, Luvena & Tracey outside)					
	11.30 – 11.55 Years 1 & 2 in hall	11.55 – 12.30 Years 1 & 2 play (Field / Y1 area)	12.00 – 12.25 Hall	12.25 – 12.45 Play	12.00 – 12.25 Play	12.25 – 12.45 Hall
Mon	Deb E Danielle Natalie Luvena	Danielle Deb E Josh	Natalie Vicky (Member of Y3 & 4 to help serve)	Jackie Jo	Jackie Josh	Deb E Vicky 12.25 – 12.45
Tues	Deb E Danielle Natalie Luvena	Danielle Deb E Josh	Natalie Cheryl (Member of Y3 & 4 to help serve)	Jackie Jo	Jackie Josh	Deb E Cheryl 12.25 – 12.45
Wed	Deb E Danielle Natalie Luvena	Danielle Deb E Josh	Natalie Kath (Member of Y3 & 4 to help serve)	Jackie Jo	Jackie Josh	Deb E Kath 12.25 – 12.45
Thurs	Deb E Danielle Natalie Luvena	Danielle Deb E Josh	Natalie Deb G (Member of Y3 & 4 to help serve)	Jackie Jo	Jackie Josh	Deb E Deb G 12.25 – 12.45
Fri	Deb E Danielle Natalie Luvena	Danielle Deb E Josh	Natalie Kath (Member of Y3 & 4 to help serve)	Jackie Jo	Jackie Josh	Deb E Kath 12.25 – 12.45

You should continue to provide free school meal support to any pupils who are eligible for benefits-related free school meals and who are learning at home during term time.

More information on [providing school meals during the COVID-19 pandemic](#) is available.



	<p>Wet Play / MDA supervision: Eden – Tracey Reception – Luvena Year 1 – Deb E and Josh Year 2 – Danielle Year 3 – Jackie Year 4 – Jackie Year 5 and 6 – Jo and Josh Class teachers to provide wet play books and a limited number of resources that can be used and then cleaned at the end of lunchtime.</p> <p>FSM vouchers will be provided during school holidays (as long as funding is provided by the DfE). Food parcels will be given to children 'isolating' during term time.</p>	
<p>Educational visits</p>	<ul style="list-style-type: none"> - Staff planning on undertaking day trips will complete a full Risk Assessment and pre visit to evaluate procedures and cautions that have been applied / are in place at the visit destination. This will be done in line with protective measures, such as keeping children within their consistent group, and COVID-19 secure measures in place at the destination. Any teacher who is organising an educational visit is responsible for checking such measures are in place and adding this information to their risk assessment. No residentials will take place until Spring 2022. - All trips will be approved through Evolve and RAs checked by the EVC / Headteacher. - Risk Assessments must be completed and uploaded to Evolve for approval at least three weeks before a planned trip to ensure further checks are able to be actioned if necessary 	<p>We recommend that you consider whether to go ahead with planned international educational visits at this time, recognising the risk of disruption to education resulting from the need to isolate and test on arrival back into the UK. You should refer to the Foreign, Commonwealth and Development Office travel advice and the guidance on international travel before booking and travelling.</p> <p>You are advised to ensure that any new bookings have adequate financial protection in place.</p> <p>You should speak to either your visit provider, commercial insurance company, or the risk protection arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI). Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits.</p> <p>You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. General guidance about educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP)</p>
<p>Extra-curricular provision</p>	<ul style="list-style-type: none"> - No after school clubs in the Autumn Term 1 instead staff will be encouraged to do booster / catch up groups within their class bubbles. - After School clubs to commence again in Spring 2. - Breakfast club and after school club will continue in September 2021, charges will remain the same. - Parents now have to book their child into both breakfast club and after school club (and also give an approximate time of pick up). Payment must be received before children can attend the club. - Breakfast Club will commence at 7.45a.m. - After School Club 3.00-6.00 Mon to Thurs, 3.00-5.30 on Fridays. - Children from Reception must be allocated a 'key worker' within BC and ASC. 	<p>More information on planning extra-curricular provision can be found in the guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children.</p>
<p>Section 3: Curriculum, behaviour and pastoral support</p>		
<p>Aspect</p>	<p>Risk</p>	<p>DfE Guidance</p>
<p>Education Recovery / Curriculum expectations</p>	<p>Measures to Implement</p> <ul style="list-style-type: none"> - Long term Curriculum maps have been created by subject leaders to ensure broad coverage of the curriculum will take place in 2021-22. - Medium Term Plans in place for all year groups depicting exact objectives and progress of skills across the curriculum. - Assessment of children's attainment in Reading, writing and Maths will take place in the second full week of Autumn Term with full analysis of areas of development carried out by SLT and class teachers. - Intervention and support will be planned in light of assessment data. - Face-to Face catch up sessions established for identified children. 	<p>We have announced a number of programmes and activities to support pupils to make up education missed as a result of the pandemic. Further information is available on education recovery support. Specifically for schools, the document includes further information on:</p> <ul style="list-style-type: none"> • catch-up premium • recovery premium • summer school programme • tutoring (including the National Tutoring Programme and 16 to 19 tuition fund) • teacher training opportunities • curriculum resources • specialist settings • wider continuous professional development resources, including to support teacher wellbeing and subject-specific teaching <p>If running a summer school, you should follow the protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak. Special schools and other specialist settings should refer to the additional operational guidance.</p>
<p>Pupil wellbeing and support</p>	<ul style="list-style-type: none"> - All children supported with their Mental Health and Well-being through the use of My Happy Mind, SEAL and P4C activities. 	<p>Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. You can access useful links and sources of support on promoting and supporting mental health and wellbeing in schools.</p>



- Staff will spend the first two days of term completing settling in activities to support the children's transition into the new year group and returning to school.
 - Staff will host welcome meetings to meet the parents via ZOOM – this will give parents the opportunity to meet the staff and ask any questions to support their child.
 - Golden time will be held each week as a reward for the children, it enables the children to join in activities with their peers.

Section 4: Assessment and accountability

Aspect	Risk	Measures to Implement	DfE Guidance
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Accountability		<ul style="list-style-type: none"> - Reception baseline assessments will commence in September 2021 (plus in-house assessments before October half term). - KS1 and KS2 Testing will take place week beginning 13th September to create a data baseline & week beginning 30th November to measure progress. - Phonic assessments will be made within the first two full weeks and LD will advise EYFS team on how to appropriately split children. - KS1 baseline (Reading, Writing, Phonics and Maths) will be completed by 18th September. - EYFS, Year 1 phonic screening, Year 2 SATS, Y4 Multiplication screening and Year 6 SATs will return in 2021-22 	<p>We will not publish data based on exam and assessment results from summer 2021 in performance tables and you will not be held to account for this data. We will publish Key Stage 4 and 16 to 18 subject entries and destinations data at school and college level in performance tables in autumn 2021.</p> <p>For the academic year 2021 to 2022, results from qualifications achieved at key stage 4 and post 16 will be published at school and college level on performance tables.</p> <p>We will not publish the results of Key Stage 2 primary assessments. We will still produce the normal suite of KS2 accountability measures and share these securely with schools, academy trusts, local authorities and Ofsted.</p> <p>For further information, see COVID-19: school and college accountability.</p>
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Inspections		<ul style="list-style-type: none"> - Guidance on inspections will be read by all staff and shared in staff meetings. - Staff Meetings to prepare for OFSTED 'Deep Dives' and subject lead interviews. - Staff to liaise with Governor lead for their subject. 	<p>For state-funded schools, Ofsted has resumed its programme of routine inspections and will aim to inspect every state-funded school within the next 5 academic years. This will mean an extension of up to 6 terms in the inspection interval for those schools not inspected since the start of the pandemic. Within the 5-year period, Ofsted will continue to prioritise schools most in need of inspection, particularly those with the lowest Ofsted grades. It will also prioritise outstanding schools that were previously exempt from routine inspection that have gone the longest without a visit.</p> <p>For independent schools (other than academies), both Ofsted and the Independent Schools Inspectorate (ISI) have resumed their programme of routine inspections and they will complete the current cycle of standard inspections – which was delayed by the pandemic – in 2022.</p>
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Section 5: Contingency planning for outbreaks

Aspect	Risk	Measures to Implement	DfE Guidance
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Process in the event of local outbreaks		<ul style="list-style-type: none"> ▪ SLT will keep close check on communication from CWAC, PHE and National reporting regarding infection rates in this area. ▪ In the event of a local outbreak a decision would be made regarding process in discussion with the LGB, CWAC and PHE. 	<p>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. The Department for Education 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.</p>
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Remote education support		<p>High-quality remote learning in schools, further education and higher education settings should be provided for all pupils and students if:</p> <ul style="list-style-type: none"> • they have tested positive for COVID-19 but are well enough to learn from home; or • attendance at their setting has been temporarily restricted <p style="text-align: center;">Additional Guidance for Home Learning</p> <p>Please see below the guidance from the DfE in regards to home learning:</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. • Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: Primary: 3 hours a day, on average. • Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos. • Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern. • Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate. • Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding. <p>RE and PE activities will be planned for.</p> <p>Teacher and TA to host a Zoom meeting each morning to check in with the children and go through the work set for the day. Staff to encourage all children to upload their work onto their portfolios on Dojo. Children/parents to message on dojo if they need any additional help or support.</p>	<p>Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.</p> <p>You should maintain your capacity to deliver high-quality remote education for the next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</p> <p>Independent Schools (not including academies) are only covered by the remote education temporary continuity direction in relation to state-funded pupils in their schools. However, they are still expected to meet the Independent School Standards in full at all times.</p> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school.</p> <p>You should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.</p> <p>Full expectations for remote education, support and resources can be found on the get help with remote education service.</p>
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	<p>English To carry on with Pathways, we think it would be best to pre-record a lesson for the children. This is instead of using zoom due to issues which could arise. The lesson video will be posted on the class dojo page on the morning for the English that day.</p> <p>Maths For Maths, it will be best for classes to use the White Rose lessons as the videos, work and resources are all ready for the children to access. The teacher will direct the children to the lesson on Class Dojo.</p> <p>Science Weekly Science work needs to be supplied for the children linked to the topic being taught during that half term.</p> <p>Topic/Music/Art/DT Activities to plan and set for afternoon lessons – one a day.</p> <p>Spelling Children will follow the 'Little Wandle' Letters and Sounds Scheme of Pathways to Spell depending on their age and ability.</p> <p>Reading Children need to be encouraged to read daily during isolation. Staff can also supply comprehension style work including things like Twinkl comprehensions, Once upon a picture.</p> <p>PSHE It will continue to be really important to support children's mental health and well-being. This can be done through set activities and by potential Zoom meetings for the children to see and chat to the rest of the class.</p>	
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Contingency Plan (in case of an outbreak) – Further information regarding assessment and evaluation of an 'outbreak' and further procedures are detailed in the School Outbreak Management Plan

Aspect	School Procedures	DFE Guidance: Contingency framework: education and childcare settings
Collaboration	<ul style="list-style-type: none"> Keep up to date with government guidance and update relevant documents. 	<p>Multi-agency collaboration and communication is important in ensuring consistency in approach across England wherever issues occur, so that no group of children, pupils or students is unfairly disadvantaged. Local authorities, DsPH and DfE's regional schools commissioners (RSCs) should maintain close working relationships through their regional partnership teams (RPTs). These teams are made up of:</p> <ul style="list-style-type: none"> PHE regional directors Contain regional convenors Joint Biosecurity Centre (JBC) regional leads <p>Where decisions about measures in education and childcare settings are made at a national level, DfE will work with the Department of Health and Social Care (DHSC), JBC, NHS Test and Trace, the Chief Medical Officer, PHE and other government departments, as well as relevant local authorities and DsPH. The Government will review the available evidence and take into account the judgement of public health professionals.</p>
Roles and responsibilities	<ul style="list-style-type: none"> Keep up to date with information coming from the local authority and local transmission rates. 	<p>Local authorities, DsPH and HPTs are responsible for managing localised outbreaks. They play an important role in providing support and advice to education and childcare settings. Local authorities, DsPH and HPTs can work with their regional partnership teams (RPTs) to escalate issues from the local level into the central Local Action Committee command structure. RPTs support local areas in managing outbreaks and provide advice and insights from across the country to the Chief Medical Officer and the Secretary of State for Health and Social Care to inform decision making. Through the Local Action Committee command structure, ministers consider and take decisions on measures on an area-by-area basis in light of all available evidence, public health advice and the local and national context. In rare circumstances, it may be necessary to escalate issues to ministers through other central government committees (for example incident management teams), but this should be by exception only.</p>
Contingency planning	<ul style="list-style-type: none"> In the event of a school outbreak, SLT would meet to decide which measures to reintroduce. The headteacher will inform the chair of Governors The head will call a virtual meeting to inform staff and send information via email & school communication systems to all stakeholders. Governors will be informed by the head or deputy. Rotas, zoned areas & timetable changes will be managed by SLT 	<p>All education and childcare settings should already have contingency plans (sometimes called outbreak management plans) describing what they would do if children, pupils, students or staff test positive for COVID-19, or how they would operate if they were advised to reintroduce any measures described in this document to help break chains of transmission. COVID-19 resilience and planning is now more important than ever. Settings do not need to reformat their existing contingency plans to specific templates, but the plans should be kept robust and up to date in light of the advice set out here. A good plan should cover:</p> <ul style="list-style-type: none"> roles and responsibilities when and how to seek public health advice details on the types of control measures you might be asked to put in place (described in measures that settings should plan for and your sector's guidance) <p>For each control measure you should include:</p> <ul style="list-style-type: none"> actions you would take to put it in place quickly. how you would ensure every child, pupil or student receives the quantity and quality of education and support to which they are normally entitled. how you would communicate changes to children, pupils, students, parents, carers and staff
When to take action	<ul style="list-style-type: none"> An outbreak would be classed as 5 children or staff, who have been in the same area, e.g. classroom/hall, to test positive for COVID-19 within a 10 day period. 	<p>The Operational Guidance sets out the measures that all education settings should have in place to manage transmission of COVID-19 day to day. For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. This is because it could indicate transmission is happening in the setting. The thresholds, detailed below, can be used by settings as an indication for when to seek public health advice if they are concerned. For most education and childcare settings, whichever of these thresholds is reached first:</p>



	<ul style="list-style-type: none"> Support will be given by Local Public Health representatives as stated in the current PHE resource pack 	<ul style="list-style-type: none"> 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period <p>For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students and staff at any one time:</p> <ul style="list-style-type: none"> 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period <p>Identifying a group that is likely to have mixed closely will be different for each setting. The annex gives examples for each sector, but a group will rarely mean a whole setting or year group. Higher education providers should continue to liaise with their DsPH. If and when outbreaks occur, providers should work with their local HPTs to identify any additional measures to put in place.</p> <p>All settings should seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19. They can do this by phoning the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements. Hospitalisation could indicate increased severity of illness or a new variant of concern. Settings may be offered public health support in managing risk assessments and communicating with staff and parents.</p>
Actions to consider	<p>In the case of an outbreak, review all current measures and continue what measures could be increased or reintroduced, including:</p> <ul style="list-style-type: none"> Reintroduction of bubbles Virtual assemblies and meetings Reduction of non-essential visitors Parents to wear face coverings when on the playground and all staff will wear face coverings in communal areas & when moving between bubbles 	<p>When the above thresholds are reached, education and childcare settings should review and reinforce the testing, hygiene and ventilation measures they already have in place. There is more detail on these in the annex to this document and in the guidance for each sector. Settings may wish to seek additional public health advice if they are concerned about transmission in the setting, either by phoning the DfE helpline (0800 046 8687, option 1) or in line with other local arrangements. A director of public health or an HPT may give settings advice reflecting the local situation. In areas where rates are high, this may include advice that local circumstances mean that the thresholds for extra action can be higher than set out above. If they judge that additional action should be taken, they might advise the setting to take some or all of the other measures described in this document, for example extra testing. All settings should make sure their contingency plans cover how they would operate if any of the measures described below were recommended for their setting or area.</p> <p>For all cases relating to staff, please also see the guidance for workplaces: NHS Test and Trace in the workplace Employers should call the Self-Isolation Service Hub on 020 3743 6715 as soon as they are made aware that any of their workers have tested positive. If cases amongst staff mean a setting meets the threshold, described above, employers will need to provide the 8-digit NHS Test and Trace Account ID (sometimes referred to as a CTAS number) of the person who tested positive, alongside the names of co-workers identified as close contacts. This will ensure that all workplace contacts are registered with NHS Test and Trace and can receive the necessary public health advice, including the support available to help people to self-isolate. Further guidance is available here.</p>
Testing	<ul style="list-style-type: none"> In the case of an outbreak, remind staff & parents of the importance of continuing to test using LFTs Reminders or the correct protocol that must be followed if a child displays Covid-19 symptoms will be shared with parents via school communication systems 	<p>All settings should ensure their contingency plans reflect the possibility of increased use of testing by staff and, where they are already being offered testing, for pupils and students. This could include advice on more frequent testing, or on the reintroduction of asymptomatic test sites (ATS) (where they have been stood down). These measures may be advised:</p> <ul style="list-style-type: none"> for an individual setting only, by DsPH as part of their responsibilities in outbreak management, or for settings across areas that have been offered an enhanced response package or are in an enduring transmission area, where settings and directors of public health decide it is appropriate These additional testing measures would need to be agreed with settings and we encourage DsPH to consult settings and work with them to identify what support may be needed to do this. Secondary schools and colleges should consider how ATS could be implemented in a way that does not negatively impact the education they provide to their pupils and students. DsPH should keep DfE informed of all cases where they are considering recommending ATS for an education setting, via their RPT and RSC.
Face coverings	<ul style="list-style-type: none"> In the case of an outbreak, all staff must wear face coverings in all communal areas 	<p>Education settings should make sure their contingency plans cover the possibility that it may be advised that face coverings should temporarily be worn in settings in their area. This may include face coverings in communal areas and/or classrooms, for pupils, students and staff. Children of primary school age and early years children should not be advised to wear face coverings. Any guidance should allow for reasonable exemptions for their use. These measures may temporarily be advised:</p> <ul style="list-style-type: none"> for an individual setting only, by DsPH as part of their responsibilities in outbreak management, or for settings across areas that have been offered an enhanced response package, or are in an enduring transmission area, where settings and DsPH decide it is appropriate In all cases any educational and wellbeing drawbacks in the recommended use of face coverings should be balanced with the benefits in managing transmission.
Shielding		<p>Shielding is currently paused. In the event of a major outbreak or VoC that poses a significant risk to individuals on the shielded patient list (SPL), ministers can agree to reintroduce shielding. Shielding would be considered in addition to other measures to address the residual risk to people on the SPL, once the wider interventions are taken into account. Settings should make sure their contingency plans cover this possibility. Shielding can only be reintroduced by national government</p>
Other measures, including attendance restrictions		<p>Settings should make sure their contingency plans cover the possibility they are advised to limit:</p> <ul style="list-style-type: none"> residential educational visits open days transition or taster days parental attendance in settings live performances in settings <p>Local authorities, DsPH and HPTs may recommend these precautions in individual settings or across an entire area. High quality face-to-face education remains a government priority. Attendance restrictions should only ever be considered as a short-term measure and as a last resort:</p> <ul style="list-style-type: none"> for individual settings, on public health advice in extreme cases where other recommended measures have not broken chains of in-setting transmission; or across an area, on government advice in order to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS. <p>In all circumstances, priority should continue to be given to vulnerable children and young people and children of critical workers to attend to their normal timetables. Where measures include attendance restrictions, DfE may advise on any other groups that should be prioritised. Settings should make sure their contingency plans cover the possibility they are advised, temporarily, to limit attendance and should ensure that high quality remote education is provided to all pupils or students not attending.</p>



See the full guidance for more information about remote education, safeguarding, vulnerable children, educational visits & school meals.

Signed: _____

Headteacher

Signed: _____

Deputy Headteacher

Signed: _____

Safeguarding Lead

Signed: _____

Chair of Governing Body