



SJF COVID-19 RISK ASSESSMENT 8

(BASED ON THE SHEFFIELD CITY COUNCIL V8 RISK ASSESSMENT SEPTEMBER 2020)



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Introduction

The technical name of the virus that causes COVID-19 is severe acute respiratory syndrome coronavirus 2, abbreviated as SARS-CoV-2.

This guidance is in 5 sections:

- [Section 1: Public Health advice to minimise covid-19 risks](#)
- [Section 2: School Operations](#)
- [Section 3: Curriculum, behaviour and pastoral support](#)
- [Section 4: Assessment and Accountability](#)
- [Section 5: Contingency Planning for outbreaks](#)

This guidance has been prepared with input from school leaders, unions and sector bodies and in consultation with PHE and the Health and Safety Executive (HSE).

The information in this risk assessment is taken from the latest government guidance published 28th August 2020. **This risk assessment will be updated pending further guidance on protective measures and additional PHE guidance on schools settings**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>



Section 1: Public health advice to minimise coronavirus (COVID-19) risks

System of controls

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

Prevention

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
2. Where recommended, use of face coverings in schools.
3. Clean hands thoroughly more often than usual.
4. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
6. Minimise contact between individuals and maintain social distancing wherever possible.
7. Where necessary, wear appropriate personal protective equipment (PPE).

Response to any infection

8. Engage with the NHS Test and Trace process.
9. Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
10. Contain any outbreak by following local health protection team advice.

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

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


Section 1: Prevention

Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure
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	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> Ensuring that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms or have tested positive in at least the last 10 days and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms. Or If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), A child, who is awaiting collection, will be moved to the Ark where they can be isolated behind a closed door, with appropriate adult supervision. A window should be opened for ventilation. PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very 	<ul style="list-style-type: none"> They must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom in the Ark. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. We will follow this process and ensure all staff are aware of it. More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance. Any members of staff who have helped someone with symptoms and any pupils who

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			<p>young child or a child with complex needs).</p> <ul style="list-style-type: none"> As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) 	<p>have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test & Trace</p> <ul style="list-style-type: none"> The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance <p>Further information can be found in the Cleaning Guidance for Schools</p> <p> Cleaning Guidance for Schools.docx</p>
Use of face coverings in Schools	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> In school where social distancing is not possible (in areas outside of classrooms between members of staff or visitors, for example in staffrooms) wearing face coverings in these circumstances is advised. staff wishing to wear face coverings will be supported - not discouraged. See HSE website We will continue to reinforce the key COVID-19 messages of social distancing, hand washing and Catch it, bin it, kill it 	<p>Access to face coverings..</p> <ul style="list-style-type: none"> It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering. However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to



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		<ul style="list-style-type: none"> • Social distancing will be applied between all bubbles. • Parents and other adults will be asked to wear face coverings whenever they are on school premises. • https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education <p>Exemptions</p> <ul style="list-style-type: none"> • Some individuals are exempt from wearing face coverings. This applies to those who: cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate • The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs. 	<p>having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.</p> <ul style="list-style-type: none"> • No-one will be excluded from education because they aren't wearing a face covering. <p>Wearing/removal of face coverings...</p> <ul style="list-style-type: none"> • School should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff. • Safe wearing of face coverings requires cleaning of hands before and after touching – including removing or putting them on – and the safe storage of them in individual, sealable plastic bags between uses. If a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. • Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.
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				<p>Further guidance on face coverings:</p> <ul style="list-style-type: none"> ✓ Safe working in education, childcare and children's social care provides ✓ Face coverings in education settings <p> How to use fabric face coverings.pdf</p> <p> clothing-masks-infographic---(web)-logo-wi</p>
Clean hands thoroughly more often than usual	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> School will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. <p>Points to Consider and Implement:</p> <ul style="list-style-type: none"> All classrooms have designated bathrooms and sinks in the classroom. Hand sanitising stations are located at classroom doors. Supervision of hand sanitiser use given risks around ingestion. Hands should be washed rather than hand sanitised before eating to reduce the risk of ingestion of hand sanitiser. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative 	<ul style="list-style-type: none"> (COVID-19) is an easy virus to kill when it is on the skin. This can be done with soap and running water or hand sanitiser Ensure that hand gels, sanitizers and wipes are available for staff and pupils to regularly use Encourage staff and pupils to regularly wash their hands thoroughly with soap and water for at least 20 seconds https://www.who.int/gpsc/clean_hands_protection/en/ Ensure approved cleaning products are available to clean hard surfaces regularly throughout the day. All cleaning products should be stored out of the reach of children. All cloths and wipes should be doubled bagged and put in the external waste



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			<ul style="list-style-type: none"> building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand need to follow them For individual and very frequently used equipment, such as pencils and pens, staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. <p>Equipment and Resources</p> <ul style="list-style-type: none"> For individual and very frequently used equipment, such as pencils and pens, staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Outdoor playground equipment will be more frequently cleaned. Bubbles will have their own playground equipment. 	<ul style="list-style-type: none"> Bins (where possible to have a lid on) that contain used tissues, paper towels etc. must be regularly emptied <p>Dressing Up Clothes</p> <ul style="list-style-type: none"> For Term 1 we will not use dressing up clothes. These involve sharing and children getting in and out of items of clothing, placing some over their heads etc. These are not to be used for the first half term. We will monitor and decide what happens after the October half term. <p>Play Dough</p> <ul style="list-style-type: none"> Each child having their own allocated play dough and no sharing. <p>Soft Furnishings/ Rugs/'Carpet Time'</p> <ul style="list-style-type: none"> Where soft furnishing/cushions have been in classrooms etc. we'd recommend that these remain not in use for the start of the academic term. Pupils can still use carpet time if within their bubbles and also it is recommended that the staff member maintains social distancing or some space as much as possible. <p>Sand and Water</p> <ul style="list-style-type: none"> we advise against these activities at this current time, this will be reviewed after half term <p>School Staff</p> <ul style="list-style-type: none"> As schools and settings reopen a significant focus has been placed on the plans and
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			<ul style="list-style-type: none"> This also applies to resources used inside and outside by wraparound care providers. Limits to the equipment pupils bring into school each day- Limited to essentials such as lunch boxes, hats, coats. Mobile phones are limited for those children in older classes who walk home by themselves. These are stored in individually named plastic wallets in their classroom bubble. Pupils will be allowed to take home reading books. These will be quarantined for 48 hours when they are brought back into school. Teachers can take books and other shared resources home, although these will be limited to those books where they can be quarantined for 48 hours on return to school. Marking of English and Maths books where they will be used every day needs to continue to be done in the moment. Unnecessary sharing of resources should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. 	<p>measures in place to reduce risk of virus transmission for pupils.</p> <ul style="list-style-type: none"> The Public Health team would like to take the opportunity to remind settings that it is really important to consider staff and ensure that they maintain and adhere to the guidance as much as possible. This has recently been reinforced via a PHE review of positive cases in schools during the lockdown period. This showed that transmission in schools settings was highest between staff to staff, therefore if Senior Leadership teams can continue to reinforce the importance of staff: <div style="background-color: #e6f2ff; padding: 10px;"> <p>Maintaining social distancing</p> <ul style="list-style-type: none"> ✓ Regular washing of hands, good infection prevention control ✓ Not sharing food or making drinks for one another ✓ Staff not mixing across bubbles and maintaining their own staffing bubble where possible ✓ Eating in designated areas ✓ Anyone with symptoms getting a test ✓ Not car sharing with colleagues where possible </div>
Ensure good respiratory hygiene by	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> The 'catch it, bin it, kill it' approach continues to be very important, so school will ensure that they have enough tissues and bins available in 	



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promoting the 'catch it, bin it, kill it' approach			<p>the school to support pupils and staff to follow this routine.</p> <ul style="list-style-type: none"> As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene. Pupils with complex needs who struggle to maintain as good respiratory hygiene as their peers, for example, those who spit uncontrollably or use saliva as a sensory stimulant, will be encouraged to wash hands regularly. Chewy toys will be washed at the same time as hands- support will be given. Face coverings are required at all times on public transport, except for children under the age of 11. Further information can be found in the face coverings guidance. 	
Introduce enhanced cleaning, including cleaning frequently touched surfaces often	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> A cleaning schedule has been implemented throughout the site, ensuring that contact points, e.g. work surfaces, door handles, bannisters, window levers, taps etc. are cleaned/disinfected regularly and thoroughly throughout the day. 	<ul style="list-style-type: none"> To meet the cleaning regimes and conform to government guidance on maintaining the standard required to reduce the risk of contamination – you may need to consider increasing resources and extending the hours cleaning staff operate



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<p>using approved products</p>			<p>Points to consider and implement:</p> <ul style="list-style-type: none"> ✓ a cleaning schedule is in place ensuring cleaning is generally enhanced and includes: <ul style="list-style-type: none"> ○ more frequent cleaning of rooms and shared areas that are used by different groups ○ frequently touched surfaces being cleaned more often than normal ✓ Toilets are cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet - different groups have been allocated their own bathrooms. • Public Health England has published revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case. • Hard surfaces to be cleaned prior to disinfecting. • A combined detergent disinfectant solution or chlorine-based cleaner is to be used • Extra attention is to be given to frequently • "Touched" areas and surfaces, e.g. doors, toilets, door handles, phones, light switches and door fobs, keyboards, whiteboards etc. 	<p>Government Advice: Cleaning https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <p>Further information can be found in the Cleaning Guidance for Schools</p> <div style="text-align: center;">  Cleaning Guidance for Schools.docx </div> <p>Cleaning an area with normal household disinfectant after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people</p> <p>Wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished.</p> <ul style="list-style-type: none"> ✓ Using a disposable cloth, first clean hard surfaces with warm soapy water. ✓ Then disinfect these surfaces with the cleaning products you normally use. ✓ Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-
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			<ul style="list-style-type: none"> • Hand towels and hand wash area to be checked and replaced as needed by the cleaning and caretaking staff. • Enhance the cleaning regimes for toilet facilities, particularly door handles, locks and the toilet flush, etc. • Only cleaning products supplied by the school are to be used. • Bin liners should be used in all bins • Ensure that all COSHH assessments are carried out for all cleaning products • Staff are trained in the safe use of cleaning products • Ensure that all cleaning products are stored safely and out of the reach of pupils • The correct PPE should be worn at all times by the Cleaning staff and disposed of by double bagging and put in the external waste 	<p>rails in corridors and stairwells and door handles</p> <ul style="list-style-type: none"> ✓ If an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron ✓ Wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning
Minimise contact between individuals and maintain social distancing wherever possible	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> • Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). • At SJF we will implement three groups of children following the recommendations. This will reduce the number of people who could be 	



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			<p>asked to isolate should someone in a group become unwell with coronavirus.</p> <ul style="list-style-type: none"> These groups are: <ul style="list-style-type: none"> Bubble A: FS2, Year 1 and Year 2 Bubble B: Year 3 and Year 4 Bubble C: Year 5 and Year 6. Bubble D: Administrative staff Year groups will be kept separately where possible- keeping to their own classrooms and separate bathrooms. 	
How to group children	Transmission of the virus	Staff and pupils	<ul style="list-style-type: none"> Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term because the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible. Staggered starting times and finishing times will reduce the interaction between the bubbles. <ul style="list-style-type: none"> Bubble A: Start 8.40 am - Finish 3.10pm Bubble B: Start 8.50 am - Finish 3.20pm Bubble C: Start 8.50am - Finish 3.30pm 	<ul style="list-style-type: none"> Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.



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			<ul style="list-style-type: none"> Similarly break times have been staggered- <ul style="list-style-type: none"> Bubble A- AM 'brain-breaks' /PM break time Bubble B- 10.30- 10.45 am Bubble C- 10.45- 11.00am Lunchtimes <ul style="list-style-type: none"> Bubble A: 11.30 in the lunch hall 12.00pm playtime outside Bubble B: 12.00pm Lunch in the classroom 12.30pm Playtime outside Bubble C: 12.30pm Lunch in the classroom 1.00pm Playtime outside Each class has an assigned lunchtime supervisor Public health advice maintains social distancing where possible, advising staff to maintain 2 metre distance from each other. Adults, where possible, to maintain a 2 metre distance from pupils. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Children should also be supported to maintain distance and not touch staff and their peers where possible. School has made adaptations to the classroom to support distancing where possible. This includes: <ul style="list-style-type: none"> seating pupils side by side and facing forwards 	<p>See information on protective bubbles in Primary Schools</p> <p> PDF</p> <p>Establishing Protective Social Bubl</p> <ul style="list-style-type: none"> 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. Remind small children - using the correct format that it's not safe to hug / kiss / be in close contact with other children Parents are encouraged to reinforce social distancing rules at home Send letters to parents to consider the types of clothes they send their child to school in e.g. elasticated waste trousers, skirts, Velcro shoes / trainers, any clothing that doesn't require adult supervision Parents are reminded via a letter, newsletter etc. that they child is not allowed to take toys from home into the setting For the purpose of free flow - where possible one door should be used to allow the young children out and another door should be used
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			<ul style="list-style-type: none"> ○ moving unnecessary furniture out of classrooms to make more space. • Older children should be encouraged to keep their distance within groups. • Limits of interaction, sharing of rooms and social spaces between groups as much as possible. • We recognise that younger children will not be able to maintain social distancing and so do not have to distance in their group. • Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission. • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable, but needs to be kept to a minimum. Staff should ensure they try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. 	<p>for letting children back into the setting, these should be clearly signed "in and out"</p> <p>See guidance regarding gifts</p> <p> Schools celebrations and presents.pdf</p>
Where necessary, wear appropriate personal protective equipment (PPE)	Transmission of the virus	Staff & pupils	The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, these are:	<ul style="list-style-type: none"> • Refer to guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when/how/type PPE should be used:



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			<ul style="list-style-type: none"> ✓ where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained ✓ where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used ✓ where first aid is required and the staff have close contact with a pupil ✓ Where administration of medicines is required and the staff have close contact with a pupil ✓ Where 1:1 intervention work is required and social distancing cannot be maintained, staff should wear a face covering 	<ul style="list-style-type: none"> • 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 <p>Please see First Aid/Administrations of Medicines/Providing Intimate Care Guidance</p>  <p>First Aid Administration of Med</p>
Engage with the NHS Test and Trace			<p>We understand the NHS Test and Trace process and how to contact local Public Health England health protection team.</p> <p>School will ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • Book a test if they or their child are displaying symptoms. • Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. 	<ul style="list-style-type: none"> • If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. • Other members of their household can stop self-isolating. • If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19)



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			<ul style="list-style-type: none"> All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit. provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace. self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household. Develops symptoms of coronavirus (COVID-19) Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. School has a small number of home testing kits that we can give directly to parents/carers collecting a child who has developed symptoms at school, or staff that have developed symptoms at school. 	<p>infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone.</p> <ul style="list-style-type: none"> The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.
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			<ul style="list-style-type: none"> Advice will be provided alongside these kits. School requests parents and staff to inform us immediately of the results of a test and follow this guidance. 	
Manage confirmed cases of coronavirus (COVID-19) amongst the school community	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> School will take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). School will contact the local health protection team. This team will also contact school directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. The health protection team will work with school in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, school will 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. 	<p>COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber.</p> <p> COVID 19 280820 PHE YH Schools Reso</p> <p> COVID-19 280820 Early Years Resource</p> <ul style="list-style-type: none"> School ask parents and staff to inform us immediately of the results of a test:

Close contact means:



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			<ul style="list-style-type: none"> ✓ direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) ✓ proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual ✓ travelling in a small vehicle, like a car, with an infected person 	
			<ul style="list-style-type: none"> • The health protection team will provide definitive advice on who must be sent home. • To support them in doing so, we keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 6 of the system of control for more on grouping pupils). • A template letter will be provided on the advice of the health protection team, to send to parents and staff if needed. School will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. • 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 	



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			<p>develops symptoms themselves within their 14-day isolation period they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and</p> <ul style="list-style-type: none"> ✓ If the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. ✓ If the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection • School will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. In the majority of cases, school and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. • In the event that a parent or guardian insists on a child attending school, we can take the decision to refuse the child if in our reasonable judgement it is necessary to protect their pupils 	
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			<p>and staff from possible infection with coronavirus (COVID-19). Decisions will be carefully considered in light of the circumstances and public health advice.</p> <ul style="list-style-type: none"> Further guidance is available on testing and tracing for coronavirus (COVID-19). 	
Contain any outbreak by following local health protection team advice			<ul style="list-style-type: none"> If school has two or more confirmed cases within 14 days or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we 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. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or bubble. Due to measures in place, whole school closure based on cases within the school will not generally be necessary, and will not be considered except on the advice of health protection teams. In consultation with the local Director of Public Health, where an outbreak in school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. 	



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			<ul style="list-style-type: none"> Testing will first focus on the person's class, followed by their bubble, then the whole school if necessary, in line with routine public health outbreak control practice. 	
Governors Meetings, SEN meetings with parents etc.	Transmission of the virus	Staff	<ul style="list-style-type: none"> Staff are to maintain a safe distance between each other (2 metres) in the meeting room / office environment Arrange zoom conference calls Staff meetings to take place via Zoom 3.35pm Wednesdays. Staff need to vacate the building ASAP on this day so cleaning can be undertaken. Other online conference call facilities. Meetings with parents should be pre-arranged. The meeting can take place over the telephone or via zoom etc. 	
Pupils arriving and leaving school	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> Introduce staggered start and finish times to reduce congestion and contact at all times. Manage external site access points to enable social distancing- enter school site via the Church carpark- leave via the main school gate. Pupils should wash their hands for at least 20 seconds with soap and warm water when they arrive at School. 	<ul style="list-style-type: none"> Pupils must be instructed not to touch the front of their face covering during use or when removing them.



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			<ul style="list-style-type: none"> • Face masks may be worn by pupils in corridors and spaces shared with others outside the social bubble- but must be clean, be worn properly and stored/ disposed of sensibly. They must not be shared with others. 	
Visitors / parents accessing the site dropping off / collecting pupils	Transmission of the virus	Pupils & Staff	<ul style="list-style-type: none"> • No one should enter the School premises if they are displaying symptoms of covid-19 e.g. staff, parents, pupils, contractors etc. • School should limit the external visitors to the school during school hours • Parents should only enter school buildings when strictly necessary, by appointment, and ideally only one at a time (unless for example, an interpreter or other support is required). • Any such meetings should take place at a safe distance • A record all visitors to be made of those who attend site • A clear demarcation line is in place around the reception areas so that 2 metre social distancing where possible can be maintained • Where possible a visual screen / barrier is in place to protect office staff • Introduce staggered start and finish times to reduce congestion and contact at all times • Manage external site access points to enable social distancing where possible • Allow plenty of space between people waiting to enter the site – The main entrance is a strict 1 out 1 in zone. Parents should phone or email school. • Regularly clean and disinfect common contact surfaces in reception, office, access control and 	<ul style="list-style-type: none"> • School to inform all staff and parents – not to enter the School premises if they are exhibiting symptoms of covid-19 • Signage to be displayed in the main entrance reinforcing the message to not enter the School if they are symptomatic • Use signage to guide parents and carers about where and when they should drop off and pick up their children. This should happen at the school gate. • A queuing system and process should be in place for staff to greet each child, ensure they wash their hands immediately on arrival and then go straight to their classroom • Parents are reminded not to park in the School car park and adhere to parking sensibly to avoid conflict with local residents • Systems are in place to monitor how many people are on site at any one time • If it is customary for parents to gather in the playground or to enter the building to drop off or collect children this should no longer be allowed and neither should gathering at the school gates to talk to other parents. • Systems in place to deal with those arriving at school who are not supposed to be there. •



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			<p>delivery areas e.g. screens, telephone handsets, desks, particularly during peak flow times.</p> <ul style="list-style-type: none"> • Where visitors are expected to sign in at reception – ensure this is carried out by office staff and no pens are visible • Regularly clean staplers, hole punchers, “touch screen” photocopiers, marker pens & whiteboards • The handling of cash is discouraged from parents and where possible online / contactless payments are made 	<ul style="list-style-type: none"> • A record is kept of all visitors to the site and who they visited. • Where possible introduce one way systems in to the building. • Wipes to be made available at the side of the “signing in” system, photocopiers, marker pens etc. • Signage should be displayed in the reception area to inform parents, pupils and visitors to keep 2 metres apart. • And also to wipe down screens after use • Hand sanitizers / gels and wipes are available on reception for parents, pupils and visitors to us. • Ensure appropriate cleaning products are available for staff to clean all hard surfaces on a regular basis. • All used wipes and cloths should be doubled bagged and put in the external waste bin. • Information to be sent to all parents explaining that no cash will be handled by the office staff.
Specialist, clinicians etc. visiting schools to provide a			<ul style="list-style-type: none"> • Specialists, therapists, clinicians and other support staff for pupils with SEND will provide interventions as usual. • Supply teachers, peripatetic teachers or other temporary staff can move between settings. 	<ul style="list-style-type: none"> • A separate risk assessment has been produced for staff supporting pupils with SEN



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service to pupils with SEND			<ul style="list-style-type: none"> • They should ensure they minimise contact and maintain as much distance as possible from other staff and ensure site guidance on physical distancing and hygiene is explained to them on or before arrival. • Where visits can happen outside of school hours, they should. • A record will be kept of all visitors. 	
Cloakroom Areas	Transmission of the virus – leading to potential ill health & fatality	Staff, Parents & Pupils	<ul style="list-style-type: none"> • Staff to manage the number of pupils accessing the cloakroom areas at the start, break times, lunchtimes and end of the School day to ensure social distancing is maintained where possible. • Years 3 and 4 and Years 5 and 6 teacher's will timetable the use of the cloakroom so four children maximum in y3/4 cloakroom, and 6 maximum in y5/6 cloakroom are in attendance at one time. Encourage children to drop things into their locker and quickly return to class. • Children must not bring in books or pencil cases from home. Coats and lunch-bags only to be placed in their lockers or on their pegs. • Children will have their own named locker and peg- and recorded by teachers 	<ul style="list-style-type: none"> • Parents should be allowed onto school site only when strictly necessary and by appointment and one parent only. • Inform all parents that once they have dropped their child off at School, they must leave the site as soon as possible.
COVID-19 Situation Report	Transmission of the virus	-	<ul style="list-style-type: none"> • In order to monitor Positive Cases of COVID-19 settings are requested to provide a daily Situation Report to Sheffield Local Authority. This will enable case, cluster and outbreak monitoring as well as to provide bespoke 	<ul style="list-style-type: none"> • Instructions for complication and submission of the COVID-19 setting Situation Report was provided in the setting bulletin on Thursday 9th July 2020. Submission reports will commence on Monday 13th July to enable testing of the system prior to the end of the academic year.



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			<p>support to individual settings from the LA Public Health Team where appropriate.</p> <ul style="list-style-type: none"> Each setting is required to identify 2 lead names and provide contact details for these individuals. They will be contacted if management of COVID-19 cases and outbreaks is required. 	<p>Further detail will be added into Version 8 of the risk assessment.</p>
Administering First Aid	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> Children, young people or learners who require first aid should continue to receive care in the same way Wash hands and ensure the affected area is cleaned upon completion All first aid waste and PPE should be disposed of by double bagging and put in the external waste 	<p>Administering First Aid and PPE:</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>First Aid Administrations of Medicines Providing Intimate Care Guidance</p> <p> First Aid Administration of Mec</p>
Administering Medication	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> Children, young people or learners who require administration of medicines should continue to receive care in the same way Staggered times of administration of medicines should be considered Wash hands and ensure the affected area is cleaned upon completion. All waste and PPE should be disposed of by double bagging and put in the external waste 	<ul style="list-style-type: none"> If a child's care plan requires updating a zoom meeting should be arranged with a member of school staff, parents and a professional health worker, school nurse etc. to address any issues relating to the care plan <p>First Aid Administrations of Medicines Providing Intimate Care Guidance</p>



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				 <p>First Aid Administration of Meds</p>
Providing intimate care	Transmission of the virus	Staff, & Pupils,	<ul style="list-style-type: none"> 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 If you are not providing intimate care to someone, PPE is not needed. 	<ul style="list-style-type: none"> Ensure adequate stocks of PPE are available and all staff are trained in the use of PPE including donning and doffing and disposing of PPE <p>First Aid Administrations of Medicines Providing Intimate Care Guidance</p>  <p>First Aid Administration of Meds</p>
Toilets	Transmission of the virus	Pupils, Staff, Cleaners	<ul style="list-style-type: none"> Access is maintained to warm running water. All toilets are cleaned daily with an approved product, paying particular attention to the toilet seat, taps, flush, door handles, sinks etc. Toilets are checked and cleaned regularly throughout the day. Hand washing frequently with soap and warm water where possible or use of hand gels to be administered by staff. Staff ensure that toilets do not become crowded by limiting the number of children or 	<ul style="list-style-type: none"> Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.



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			<p>young people who use the toilet facilities at one time.</p> <ul style="list-style-type: none"> Staff understand that some children and young people will need additional support to follow these measures 	
Assemblies	Transmission of the virus	Pupils, Staff, Cleaners	<ul style="list-style-type: none"> Assemblies will not be held in large groups. Protective social bubbles will not be mixed and brought together for assembly due to the potential for the number of pupils and staff in close proximity. Assemblies can take place in individual groups in their allocated classroom spaces rather than bringing children together in one hall or large space. Whole school assemblies will take place over Zoom. Masses and liturgies will be filmed and classes will watch in their individual bubbles. 	
Break times	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> At break times we will ensure pupils are allowed out in small numbers so that social distancing can be maintained where possible. Restrict the number of pupils accessing the toilets at any one time. Water fountains to be decommissioned and signage displayed enforcing the fountains not to be used. 	<ul style="list-style-type: none"> Where possible stagger the break times to avoid congestion on the playground Water to be provided to pupil by other means. Pupils encouraged to bring their own water from home



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Dining Room – lunch times	Transmission of the virus – leading to potential ill health & fatality	Staff, Pupils, Kitchen staff	<ul style="list-style-type: none"> All pupils should be required to stay on site once they have entered the School premises, access to the local shops is not allowed If staff want to go off the premises at lunchtime they must ensure that they adhere to social distancing and hand hygiene, they must avoid supermarkets, petrol stations, areas where large numbers are expected to congregate. When staff take their lunch breaks they need to ensure that they adhere to social distancing at all times, not mix bubbles. They need to eat in the designated areas. Staff need to wash their hands before entering back into the classroom. Lunchtimes to be staggered to avoid congestion and at one time see below re children mixing with other groups. Food and drink should only be consumed in dedicated areas. If settings chose for pupils to eat within a classroom environment – this can be identified as a dedicated space, however social distancing, hand washing should be incorporated and wiping and cleaning of the designated space before teaching and learning re-commences. Food and drink should not be shared by both pupils and staff. 	<ul style="list-style-type: none"> We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals. <p>See information on Protective Screens:</p> <p> Covid 19 Risk Assessments and Pro</p> <ul style="list-style-type: none"> School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19). Allocated lunch breaks for staff to allow for social distancing within the staff room / eating areas The School may need to consider employing additional lunchtime supervisors If you use a catering contractor ensure that you have seen their risk assessments and safe systems of work on how to keep themselves, staff and pupils safe from transmission of the virus
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			<ul style="list-style-type: none"> All pupils will wash their hands prior to eating. Staff need to hand sanitise their hands before entering the dining room. All persons should sit 2 metres apart (where possible) from each other whilst eating. All food displays should be protected against contamination by coughing, sneezing, etc.). Tables and chairs should be cleaned between each use. All areas used for eating must be thoroughly cleaned at the end of each break and shift, including chairs and door handles. Parents must inform any changes to their child's dietary requirements via email to the Headteacher – if parents don't have access to email / a telephone conversation / zoom call to be arranged 	<ul style="list-style-type: none"> Further advice can be obtained from the Local Authority School Meals Service All kitchen waste should be doubled bagged and put in the external waste A seating plan should be displayed in the dining area that ensures social distancing is maintained. Children should not mix with other groups. This may mean having several lunch sittings or serving lunch in more than one location including a classroom. All tables and chairs should be cleaned after sitting with an approved product All cloths and wipes should be disposed of by double bagging and put in the external waste. Headteacher to liaise with the catering staff on any changes to a pupils dietary requirement
Fire Drills / Activation of the fire alarm	Transmission of the virus	Staff, Pupils, Cleaners, Catering staff etc.	<ul style="list-style-type: none"> When undertaking a fire drill social distancing should be maintained at all times where possible. Markers should be displayed at the assembly area / muster point to avoid congestion. A phased return must be adhered to when leaving and re-entering back into the school premises to maintain social distancing. 	<ul style="list-style-type: none"> Ensure a fire drill plan is produced highlighting where each year group will be positioned You may have to use one or more external areas of the School to achieve social distancing where possible Ensure someone is in charge to co-ordinate the fire drill and communicate with others who might be using other areas of the site. You



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			<ul style="list-style-type: none"> • P Andrews will work with the F Barratt to ensure that staff will be informed of any changes to the fire evacuation route during this time. If some exit doors are not in use, all staff and pupils will be briefed. • Pupils will practice the fire alarm drill during the first week of returning to school, taking into account social distancing rules whilst lining up in classrooms and also lining up at the assembly point. • All staff will be briefed on sweeping the building and isolating the fire control panel – in case Head Teacher or Maintenance Officer is not on the premises during a fire drill. • Washing of hands etc. still required on entry back into the building 	<p>may need one more fire marshal to achieve this. A debrief must be undertaken to share any lessons learnt</p> <ul style="list-style-type: none"> • Ensure the fire drill is recorded in the fire precautions log book • Ensure that the fire alarm is regularly serviced / maintained to reduce the risk of false activations
Home Visits to be undertaken by staff	Transmission of the virus – leading to potential ill health & fatality	Staff	<ul style="list-style-type: none"> • Home visits should only be undertaken if absolutely necessary. • Staff should use own vehicles to get to the visit. • If any staff need to share a vehicle with someone else, one member of staff should sit in the driving seat and the other member of staff should sit in the back seat. A face covering should be worn by all staff and windows opened to allow ventilation. • Once they arrive they must knock on the door and step back to maintain social distancing. 	<ul style="list-style-type: none"> • If staff are concerned over a pupils welfare this must be reported immediately to the Headteacher • If staff share their vehicle with another member of staff, all touch points (door handles, handbrake, steering wheel etc.) should be cleaned prior to and after the visit



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			<ul style="list-style-type: none"> It may be possible to have a conversation with parents and pupils via an open window. Lone working procedures must be adhered to at all times when undertaking home visits e.g. buddy systems, regular telephone contact with School. 	
Deliveries	Transmission of the virus – leading to potential ill health & fatality	Staff, pupils & delivery drivers	<ul style="list-style-type: none"> When placing orders for delivery ensure that you inform the company of the Schools protocol for accepting deliveries If practicable drivers should wash or clean their hands before unloading goods and materials. Do not approach delivery staff; allow packages to be left in a safe place e.g. main entrance. Staff should not sign for deliveries. Hands are to be thoroughly washed after handling all deliveries. Keep deliveries to a minimum with essential items only. 	All deliveries to School (including milk and fruit) should be left at the main entrance and sanitized with wipes before taking them inside the School premises
Contractors / essential repair work	Transmission of the virus – leading to potential ill health & fatality	Staff, pupil, Contractors etc.	<ul style="list-style-type: none"> Only contractors carrying out essential maintenance work are to be allowed on the School site. Staff and contractors are to maintain a safe distance between themselves and others (2m). 	<ul style="list-style-type: none"> The contractor is to notify the Headteacher / Senior manager of all areas visited, in order that these can then be thoroughly cleaned



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			<ul style="list-style-type: none"> • All contractors are to wash their hands upon entering the site • Strict hygiene rules to be implemented, all contractors are to be asked to do the following: • Wash hands on entry into individual work areas – or use alcohol-based hand sanitiser. • Repeat the hand washing/sanitising every hour. • Site inductions are to be carried out following social distancing principles (2m separation). 	
Information to Staff, pupils & parents		Staff, pupils, parents etc.	<ul style="list-style-type: none"> • Posters to displayed in the main entrance, staff room and in suitable places around the School site. • Regular meetings with staff will be carried out, informing them of the risks posed by the virus and any new / updated government guidance available. • Regular updated information will be shared with parents via a letter, email, newsletter, school website etc. 	<p>Staff encouraged to visit the government website for updated information</p> <p>https://www.gov.uk/coronavirus https://www.nhs.uk/conditions/coronavirus-covid-19/</p>

Section 2: School operations

Wider Public Transport			<ul style="list-style-type: none"> • Public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum. 	
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			<ul style="list-style-type: none"> Further information on managing capacity and demand on public transport is set out in the transport to school and other places of education: autumn term 2020 guidance. School will encourage parents, staff and pupils to walk or cycle to school if at all possible. <p>Families using public transport should refer to the safer travel guidance for passengers.</p>	
Staff using public transport to get to and from	Transmission of the virus	Staff	<ul style="list-style-type: none"> Staff should be encouraged to walk or cycle to work where possible. Where staff use public transport they must maintain social distancing at all times and avoid contact with hard surfaces (where possible). Face coverings should be worn when using public transport. Staff should be discouraged from eating and drinking when using public transport to reduce the risk of contamination by touching their mouth and face. When staff arrive at their workplace they must clean their hands for at least 20 seconds with soap and warm water before entering any of the office, kitchen areas etc. 	<p>Further information is available on the government website:</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p>



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Attendance expectations			<ul style="list-style-type: none"> • School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including: <ul style="list-style-type: none"> ✓ parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; ✓ schools' responsibilities to record attendance and follow up absence; ✓ the availability to issue sanctions, including fixed penalty notices in line with the local authorities' code of conduct; ✓ communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year; ✓ 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 	
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Pupils who are shielding or self-isolating			<ul style="list-style-type: none"> • We now know much more about coronavirus (COVID-19) 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. • We note however that: <ul style="list-style-type: none"> ○ a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus ○ shielding advice for all adults and children was paused on 1 August 2020 which 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 were shielding - read the current advice on shielding ○ if rates of the disease rise in local areas, children (or family members) from that area, and that area only, may be advised to shield during the period where rates remain high and, therefore, they may be temporarily unable to attend ○ pupils no longer required to shield but who generally remain under the care of a specialist health professional are likely to 	
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			<p>discuss their care with their health professional at their next planned clinical appointment - you can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people</p> <ul style="list-style-type: none">• Specialists in paediatric medicine have reviewed the latest evidence on the level of risk posed to children and young people from coronavirus (COVID-19).• The latest evidence indicates that the risk of serious illness for most children and young people is low. In the future, we expect fewer children and young people will be included on the shielded patient list.• Patients can only be removed from the shielding patient list by their GP or specialist, following consultation with the child and their family, and other clinicians where appropriate.• If a child or young person is removed from the shielded patient list in due course, they will no longer be advised to shield in the future if coronavirus (COVID-19) transmission increases.• Discussion by a clinician with those previously advised that they were a clinically vulnerable child or young person but can now be removed from the shielded patient list, and with their families are ongoing.	
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			<ul style="list-style-type: none"> • Since shielding advice has paused nationally, except in a very few areas where the implementation of local restrictions is ongoing, all previously affected children should be able to return to school except where individual clinical advice not to do so has been provided. • Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote education. • School will monitor engagement with this activity as set out in the action for all schools and local authorities section. • Where children are not able to attend school as parents and carers are following clinical or public health advice, for example, self-isolation or family isolation, the absence will not be penalised. 	
Pupils and families who are anxious about return to school			<ul style="list-style-type: none"> • School has considered the potential concerns of pupils, parents and households who may be reluctant or anxious about returning through a parental and pupil questionnaire. • Individual concerns include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from 	



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			Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.	
Staff who are clinically vulnerable or extremely clinically vulnerable, pregnant			<p>Extremely Clinically Vulnerable Staff</p> <ul style="list-style-type: none"> Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced. Shielding measures were paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. <ul style="list-style-type: none"> Therefore those who are clinically extremely vulnerable can return to school on completion of an individual workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace. <p>Clinically Vulnerable Staff</p> <ul style="list-style-type: none"> Clinically vulnerable staff can return to school in the autumn term. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. 	<p>Ensure that the individual risk assessment is completed below</p>  <p>COVID-19 Individual Staff Risk Assessment</p> <p>Additional information on carrying out the assessment is below</p>  <p>COVID-19 individual risk assessment addit</p> <p>COVID-19 & Pregnancy</p> <ul style="list-style-type: none"> Government Guidance placed those who are pregnant in the list of people who are vulnerable, meaning that they are at high risk of severe illness from COVID-19. Some pregnant school based staff may be defined as 'clinically extremely vulnerable'. However shielding was paused as of August 1st except where local lockdowns are in place and school based staff are now expected to return to their workplace setting. Those who are pregnant should still take care to minimise contact with others from outside their



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			<ul style="list-style-type: none"> This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. <p>Pregnant Staff</p> <ul style="list-style-type: none"> Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. The Royal College of Obstetrics and Gynaecology (RCOG) have published occupational health advice for employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. 	<p>household and should only return to the workplace if it is demonstrated that it is safe to do so.</p> <ul style="list-style-type: none"> Schools should produce an individual risk assessment for any staff members who are pregnant or a new mother, including clear plans which demonstrate that there will be compliance at all times with the measures identified to manage the risk. <p>Action for Schools to take:</p> <ul style="list-style-type: none"> This means that an important key action for schools is for you to undertake an individual risk assessment with your staff member. There are some concerns re risks of COVID-19 in the 3rd trimester of pregnancy. Data from the UK-wide Obstetric Surveillance System has identified that women in the third trimester are more at risk of becoming seriously ill, if they contract COVID-19. Therefore, it's important to pay particular attention to social distancing from 28 weeks of pregnancy. Also some pregnant women are at a higher risk of developing serious illness, including: <ul style="list-style-type: none"> ✓ pregnant women from black, Asian and minority ethnic (BAME) backgrounds ✓ women over the age of 35 ✓ women who are overweight or obese
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		<ul style="list-style-type: none"> We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it. <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <ul style="list-style-type: none"> Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence. These staff can return to school in the autumn term as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. 	<ul style="list-style-type: none"> ✓ women who have pre-existing medical problems, such as high blood pressure and diabetes Therefore it is helpful to factor these issues in to any individual risk assessment. If your member of staff feels comfortable with continuing to work in your setting and you are able to implement social distancing if the children in class are older etc. and none of the above risks apply then they can continue to be classroom based. The key recommendation is social distancing. <p>Further information available at:</p> <ul style="list-style-type: none"> https://www.rcog.org.uk/en/guidelines-research-services/coronavirus-covid-19-pregnancy-and-womens-health/ https://www.hse.gov.uk/coronavirus/working-safely/protect-people.htm It is recommended that schools link with their individual school HR providers to discuss directly issues relating to pregnant members of staff.
Supporting staff		<ul style="list-style-type: none"> The Governing Body and Headteacher have the highest regard to the staff's (including the headteacher) work-life balance and wellbeing. ✓ school ensures that they have explained to all staff the measures proposing to be put in 	<p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>




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			<p>place and involve all staff in that process e.g. implement flexible working practices in ways that promote good work life balance for teachers and leaders</p> <ul style="list-style-type: none"> ✓ staff meetings carried out virtually ✓ posters displayed in the staff room to include support lines – stress and bereavement counselling ✓ a nominated member of staff is available to staff on a daily basis to be contacted to discuss staff concerns. (A. Pickering Mon, Wed and Fri- MMB at other times) ✓ risk assessment to be reviewed on a weekly basis – until the school returns to 'normal' This may be reduced to fortnightly if cases are not a concern to staff ✓ designated staff areas will be allocated. ✓ staff will leave school by 4.30pm each day so that cleaning can be undertaken 	
Staff Deployment			<ul style="list-style-type: none"> • Discussion with staff who may need to work in other year groups than usual have taken place • Appropriate support has been made available for pupils with SEND • Designated work areas have been created for different classes • Interventions will be established for all children to access the curriculum • Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise 	<p>The responsibilities of a Teaching Assistant depend very much on what level you are. See examples below:</p> <p>Teaching Assistant Level 1 To work under the direct instruction of the classroom teacher. General support to the teacher in the management of pupils and the classroom.</p> <p>Teaching Assistant Level 2 To work under the instruction/guidance of teacher. Work may be carried out in the classroom or with small groups.</p>



			<p>contact and maintain as much distance as possible from other staff</p> <p>Staff who deliver interventions will be particularly rigorous about hand washing and respiratory hygiene (catch it, bin it, kill it).</p> <p>Deploying Support Staff & Accommodating Visiting Specialists...</p> <ul style="list-style-type: none"> School will ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). 	<p>Teaching Assistant Level 3</p> <p>To work under the guidance of the teacher under an agreed system of supervision. Can supervise whole classes occasionally during the short term absence of the teacher</p> <p>HLTA</p> <p>To work within an agreed framework of supervision by taking responsibility for agreed learning activities, including PPA. These activities can be for individuals/groups/whole classes on a short term basis</p> <p>Cover Supervisor</p> <p>To cover in the absence of a teacher. Predominantly employed in secondary schools as "cover" in a primary school quickly becomes "active teaching"</p> <div data-bbox="1503 820 1559 884" data-label="Image">  </div> <p>Teaching Assistants RecommendationsSu</p> <p>The Education Endowment Foundation (EEF) has published guidance on making the best use of teaching assistants to help primary and secondary schools.</p> <p>When deploying support staff flexibly it is important that Headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity. Full guidance is provided in part 3 of keeping children safe in education.</p>
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Supply teachers and other temporary or peripatetic teachers			<ul style="list-style-type: none"> St John Fisher will continue to engage supply teachers/other supply staff during this period. 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. This advice for supply teachers also applies to other temp. staff working in schools such as support staff working on supply, peripatetic teachers such as sports coaches, and those engaged to deliver before/after school clubs. 	<ul style="list-style-type: none"> It is recommended that you consider using DfE's and Crown Commercial Service's agency supply deal when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge
Expectation and deployment of ITT trainees			<ul style="list-style-type: none"> Trainees could: <ul style="list-style-type: none"> ✓ take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons ✓ be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues ✓ develop or engage in working groups to share best practice around resilience, commitment and team-working 	<ul style="list-style-type: none"> It is strongly encouraged that schools consider hosting ITT trainees. Demand for teacher training is high this year and, while it is understandable that schools will have prioritised other activity, there is a risk that insufficient training places will be available. ITT trainees have the potential to play a significant role in supporting schools. Schools should consider how they could host ITT trainees, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs. Deployment decisions will need to take into account the skills and capacity of the trainees in question.



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			<ul style="list-style-type: none"> ✓ work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload • This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all legislation and guidance relevant to ITT. 	
Performance Management and Appraisals			<ul style="list-style-type: none"> • St John Fisher will continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers, is linked to performance management. • Appraisal arrangements will be adapted to take account of the current circumstances. • Teachers will not be penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives. • Appraisals and performance management for support staff will be carried out in accordance 	



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			with the St John Fisher's contract of employment. DfE does not specify pay or terms and conditions of employment for support staff.	
Staff taking leave			<p>We recognise that school staff have worked extremely hard throughout the coronavirus (COVID-19) outbreak and continue to work hard as all pupils return to school.</p> <p>The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK.</p> <ol style="list-style-type: none"> 1. School leaders discuss leave arrangements with staff before the end of the Autumn term 1 to inform planning for the Term 2 (Autumn). 2. There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting. 3. Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home. 	



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Other Support			<ul style="list-style-type: none"> Volunteers may be used to support the work of the school, as would usually be the case. If school is using volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in part 3 of keeping children safe in education. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across bubbles is discouraged, and they should remain 2 metres from pupils and staff where possible. 	
Safeguarding			<ol style="list-style-type: none"> The Child Protection Policy (led by the DSL) has been updated to reflect the return of more pupils. School must have regard to the statutory safeguarding guidance, keeping children safe in education. Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding/welfare concerns and the handling of referrals to social care and other agencies where these are appropriate and agencies/services should prepare to work together looking for signs of harm. 	



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			<p>3. Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.</p>	
Estates / Building checks			<ul style="list-style-type: none"> School will maximise the use of our site and any associated available space including the use of the Church Hall- with regards to cleaning of all areas after use. Prior to reopening for the autumn term, all the usual pre-term building checks have been undertaken to make the school safe. Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. In classrooms, it will be important that schools improve ventilation,- windows should be open and the inside classroom door. 	<ul style="list-style-type: none"> If buildings have been closed or had reduced occupancy during the coronavirus (covid-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak. Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown.
Educational Visits			<ul style="list-style-type: none"> Overnight educational visits are suspended in compliance with Government advice. This advice remains under review. In the Spring term, school can resume non-overnight domestic educational visits. This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. 	<ul style="list-style-type: none"> Schools should consult the health and safety guidance on educational visits when considering visits. The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If you have any further questions about your cover or would like further reassurance, you should contact your travel insurance provider.



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			<ul style="list-style-type: none"> School will make use of outdoor spaces in local area to support curriculum delivery curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, school will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. 	
School Uniform			<ul style="list-style-type: none"> 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. Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures. 	<ul style="list-style-type: none"> It is for the governing body of a school to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.
Wrap around providing and extra-curricular provision – Breakfast & after School clubs			<ul style="list-style-type: none"> School will work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. We will ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day. To consider: <ul style="list-style-type: none"> ✓ The number of pupils attending the clubs so that social distancing is maintained, where possible 	<ul style="list-style-type: none"> Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents. Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as



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			<ul style="list-style-type: none"> ✓ Entering and existing the club is done in a phased way "one in one out" ✓ All food items are taken to the pupils seating area by a member of staff ✓ All food items and utensils are collected by staff and handed over to the catering staff ✓ All tables, chairs, hard surfaces etc. are cleaned with an approved product 	<p>much of this will be useful in planning extra-curricular provision.</p> <ul style="list-style-type: none"> • This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible. • Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE has also issued guidance for parents/carers, which schools can circulate. • Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. • In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard to any other relevant government guidance. • For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities.
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Section 3: Curriculum, behaviour and pastoral support

Curriculum Expectations			<ul style="list-style-type: none"> The key principles that underpin the advice on curriculum planning are: <ul style="list-style-type: none"> ✓ Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. ✓ The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. ✓ Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021: 	<ul style="list-style-type: none"> Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Aim to return to the school's normal curriculum in all subjects by summer term 2021. Plan on the basis of the educational needs of pupils Develop remote education so that it is integrated into school curriculum planning
Specific points for early years foundation stage (EYFS) to key stage 3			<ul style="list-style-type: none"> For pupils in FS2, teachers will assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary- following updates to the EYFS disapplication guidance. 	<ul style="list-style-type: none">

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			<ul style="list-style-type: none"> In FS2 we have considered how all groups of children can be given equal opportunities for outdoor learning. For pupils in key stages 1 and 2, we have prioritised identifying any gaps and begun to re-established good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education. <p>Music, dance and drama in school</p> <ul style="list-style-type: none"> All pupils have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place. Additional mitigations, such as extended social distancing are required for singing, and playing of wind and brass instruments given concerns that these are potentially higher risk activities. 	
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			<p>Minimising contact between individuals</p> <ul style="list-style-type: none"> • We must do everything possible to minimise contacts and mixing. With our main objective to reduce the number of contacts between pupils/students and staff. <ul style="list-style-type: none"> ✓ This can be achieved by keeping groups separate (bubbles) and maintaining the social distance between individuals. • If staff need to move between classes (in the case of Music and MFL) and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and children. • You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers taking part at any one time. It will also prevent physical correction by teachers and contact between pupils in dance and drama. • Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. • If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. 	<ul style="list-style-type: none"> • Department for Culture, Media and Sport (DCMS) has commissioned further scientific studies to be carried out to develop the scientific evidence on these activities, which has allowed the government to reconsider appropriate mitigations and further research is continuing. • Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. • However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out below.
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			<ul style="list-style-type: none"> If possible, do not share microphones. If they are shared, follow the guidance on handling equipment. <p>Performances and Gatherings</p> <ul style="list-style-type: none"> There are no live performances planned for the foreseeable future. Masses and class liturgies will be filmed and watched in each class bubble. 	
Peripatetic Teachers	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> Peripatetic teachers will be welcomed into school Providing that: <ul style="list-style-type: none"> ✓ Each pupil has their own individual instrument, the instrument is wiped down before and after use with an approved product / wipe ✓ The instrument is stored securely in a case with the pupils name on ✓ Pupils are regularly reminded not to use other pupils instruments ✓ Small groups of children can partake in a music lesson – but they must remain in their protective bubbles ✓ Peripatetic teachers will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they are unwell or are having 	.



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			<p>any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, and loss of sense of taste or smell. In addition, they should:</p> <ul style="list-style-type: none"> ✓ Maintain distancing requirements with each group they teach, where appropriate. ✓ Avoid situations where distancing requirements are broken ✓ Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made. <ul style="list-style-type: none"> • Further information on the music education hubs, including contact details for local hubs, can be found at music education hub, published by the Arts Council England <p>Music teaching in school, including singing, and playing wind and brass instruments in groups</p> <ul style="list-style-type: none"> • When planning music provision for the next academic year, we have considered additional specific safety measures. • Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with 	
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			<p>appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.</p> <p>Playing or singing outdoors</p> <ul style="list-style-type: none">• Playing instruments and singing in groups should take place outdoors wherever possible. <p>Playing instruments indoors</p> <ul style="list-style-type: none">• If indoors, use a room with as much space as possible, for example the Hall; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance.• It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. <p>Singing, wind and brass playing</p> <ul style="list-style-type: none">• Singing, wind and brass playing will not take place in larger groups such as classes, choirs or assemblies. <p>Social distancing</p> <ul style="list-style-type: none">• In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists.	
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			<ul style="list-style-type: none"> Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. <p>Seating positions</p> <ul style="list-style-type: none"> Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player. <p>Microphones</p> <ul style="list-style-type: none"> Microphones should not be used at this moment in time. <p>Handling equipment and instruments</p> <ul style="list-style-type: none"> Measures to take when handling equipment, including instruments, include the following. <p>Handwashing</p> <ul style="list-style-type: none"> Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. <p>Avoiding sharing instruments</p> <ul style="list-style-type: none"> Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets. 	
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			<ul style="list-style-type: none"> If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs and music stands) and always between users, following government guidance on cleaning and handling equipment available at hygiene: handwashing, sanitation facilities and toilets. Instruments should be cleaned by the pupils playing them, where possible. <p>Handling scores, parts and scripts</p> <ul style="list-style-type: none"> Limit handling of music scores, parts and scripts to the individual using them. <p>Individual lessons & performance in groups</p> <ul style="list-style-type: none"> Individual lessons in music can resume in school. Specific safety measures for individual music lessons are set out in the following sections. <p>Social distancing</p> <ul style="list-style-type: none"> Measures should include specific social distancing between pupil and teacher (current guidance is that if the activity is face-to-face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible. <p>Avoid sharing instruments</p> <ul style="list-style-type: none"> Avoid sharing instruments and equipment wherever possible and place name labels on 	
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			<p>equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</p> <ul style="list-style-type: none"> If instruments and equipment have to be shared, they should be regularly disinfected (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment. Instruments should be cleaned by the individuals playing them, where possible The curriculum has been organised to ensure all singing lessons happen later in the school year. 	
Physical Education			<ul style="list-style-type: none"> School will provide team sports only on the list available at return to recreational team sport framework. Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. External facilities can also be used in line with government guidance for the use of, and travel 	<ul style="list-style-type: none"> Schools should refer to the following advice: <ul style="list-style-type: none"> ✓ guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport ✓ advice from organisations such as the Association for Physical Education and the Youth Sport Trust guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents



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			<p>to and from, those facilities. Swimming will recommence for the Y3 pupils.</p> <ul style="list-style-type: none"> Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. School will consider carefully how such arrangements can operate within their wider protective measures. Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing are incorporated in the school day. 	
Behaviour Expectations / conflict management between pupils			<ul style="list-style-type: none"> Behaviour policy reviewed and updated to create the right conditions to re-engage pupils in their learning and reintegrate them back into school life. We have provided additional pastoral and support services, for those children finding the transition back to school more challenging. School to work with pupils and parents to ensure that behaviour expectations are clearly understood and consistently supported. The School Behaviour policy review has been updated to consider communication of rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable 	<ul style="list-style-type: none"> Further details are available in the guidance on behaviour and discipline in schools.



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			<p>and proportionate expectations of pupil behaviour.</p> <ul style="list-style-type: none"> School will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs. School will work with those pupils who may struggle to reengage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND and may have been disrupted during partial school closure which may have an impact on their behaviour. 	
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			<ul style="list-style-type: none"> School will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to school for pupils. The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion will only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, will be consistent with the relevant legislation. 	
Pupil Wellbeing & Support			<p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers.</p> <ul style="list-style-type: none"> It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school, others may have enjoyed being at home and be reluctant to return, a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school. 	<p>Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</p> <div>  Guidance for Primary Care - Children and ` </div> <div>  Healthy Minds Top Tips for school staff c </div>



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			<ul style="list-style-type: none"> The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing. The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school. Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021. Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term. The Lead at SJF will be Mrs A Pickering. The Whole School SEND (WSS) consortium will be delivering some training and how-to ideas for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings 	<ul style="list-style-type: none"> ✓ DfE, Public Health England and NHS England hosted a free webinar for school and college staff on 9 July 2020 to set out how to support returning pupils and students. A recording of this is available ✓ This includes experts discussing the impacts of the pandemic on pupils' mental wellbeing and recovery techniques, and education leaders discussing the actions they have been taking. ✓ WSS have co-produced 2 leaflets, funded by DfE, to support young people with SEND and their families to have conversations with schools about successful returns following a period of absence and about transition planning for post-year 11 destinations. ✓ WSS have also produced resources to support the schools' workforce to prepare for the return, such as the COVID-19 SEND review guide which settings can use to reflect on their provision and a handbook to support teachers to take a whole school approach to supporting pupils following a traumatic event. ✓ You can access WSS resources on the Whole School SEND Resource page of the SEND Gateway and professionals in the schools' workforce can sign up to the Community of Practice to be kept up to date with further information.
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			<ul style="list-style-type: none"> • DfE has also published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. • The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It has been published early given the importance of supporting pupils' mental health and wellbeing at this time. • SJF has considered the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> ✓ support the rebuilding of friendships and social engagement ✓ address and equip pupils to respond to issues linked to coronavirus (COVID-19) ✓ support pupils with approaches to improving their physical and mental wellbeing • School will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. • School will also consider support needs of particular groups they are already aware need 	<ul style="list-style-type: none"> ✓ School nurses as leaders of the healthy child programme can offer a range of support including support for ✓ resilience, mental health and wellbeing including anxiety, bereavement and sleep issues, supporting vulnerable children and keeping children safe
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			<p>additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</p> <ul style="list-style-type: none">• To support this, teachers may wish to access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff.• Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the Designated Safeguard Lead or deputies) will follow the child protection policy and part 1 of the statutory safeguarding guidance keeping children safe in education and consider any referral to statutory services (and the police) as appropriate.• School will work with school nursing services to support the health and wellbeing of our pupils; school nursing services have continued to offer support as pupils return to school. support for pupils with additional and complex health needs.• School and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.	
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Section 4: Assessment and Accountability

This section covers assessment and accountability.

Inspection

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

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

Primary Assessment

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

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

- the phonics screening check
- key stage 1 tests and teacher assessment
- the year 4 multiplication tables check
- key stage 2 tests and teacher assessment
- statutory trialling

For 2020 to 2021 academic year only, schools will be required to administer a past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments

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in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021. Further guidance for schools will be published by the Standards and Testing Agency in September 2020.

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

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

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

Accountability Expectations

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



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Phase	Risk	Who might be harmed	Existing control measures	Additional control measure
Phase 1- Initial Assessment			<p>Assess who might need:</p> <ul style="list-style-type: none"> • additional emotional support • Additional physical well-being support <p>Assess:</p> <ul style="list-style-type: none"> • stamina of the group • readiness for learning • Moods • Relationships in the group • How well routines are being followed • Look for gaps in routines/ behaviours/ emotions <p>Address gaps to explicitly reteach, practise and reinforce.</p> <p>Assess readiness to move on.</p> <p>Initial baseline assessments- quizzes</p>	
Phase 2-			<ul style="list-style-type: none"> • Assessment of basic skills • PM benchmarking • Boxhall for children who are a concern • Daily grammar, times tables and spelling quizzes 	
Phase 3			<ul style="list-style-type: none"> • Identification of vulnerable groups- do these match what they were before? 	



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			<ul style="list-style-type: none"> Assessments against the National Curriculum to begin in English Maths and RE Marking to be done in class books for maths and english- but not to leave the Bubble- wherever possible children self-assess in books and Teachers give verbal feedback. For Other subjects where books will not be needed day to day work can be taken home, but must be quarantined for 48 hours on return to school. Continuing observation and assessing children and identifying interventions when needed. English, maths and RE assessed as normal with adapted set of objectives. Retrieval quizzes used to jog memories/ reduce learning loss. Continue to address technical language and referral to this during lessons. 	
Phase 4- Return to normal			<p>Return to normal methods of assessment pre-lockdown</p> <ul style="list-style-type: none"> FS2 assessed against early learning goals Year 1 phonic screening Year 2 end of Key Stage tests phonics re-test Year 4 multiplication check Year 6 end of Key Stage tests 	

- A baseline assessment week will take place at the beginning of September term. These will be simple quizzes to identify gaps and current attainment against the National Curriculum requirements.
- FS2 will continue as normal- although schedule and method may be different.
- Pupil Progress Meetings and Inclusion meetings will happen at the three Assessment points
- Standards and high expectations have not changed
- Embedding practise from earlier phases will lay foundations to enable accelerated learning for all.



Section 5: Contingency planning for outbreaks

Contingency plans for outbreaks/Process in the event of local outbreaks

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

Contingency plans for outbreaks

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

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

Remote Education Support		<ul style="list-style-type: none"> Where a class, group or small numbers of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we have the capacity to offer immediate remote education. <p>Single Pupil Isolation</p> <ul style="list-style-type: none"> Children will initially be given a quarantine pack for the first few days of their isolation period. This will include age related English, Maths and topic activities linked to lesson objectives in class. For the first Monday following their initial isolation period, a remote learning timetable will be given through Microsoft teams. These lessons will be linked to activities being undertaken in class, following the same lesson objectives. Each day there will be Maths, English and Topic activities. 	<ul style="list-style-type: none"> The following range of resources to support schools to deliver remote education is available. Online Education Resources for Home Learning DfE has produced a quality-assured list of remote education resources which are available to schools and parents for free over the summer term. Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the EEF's COVID-19 support guide for schools.
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			<p>Children will be able to communicate with their teacher through Microsoft Teams chat feature and email. Teachers will respond as quickly as possible. (Teachers will not be on hand full time as they will have other teaching responsibilities)</p> <p>Closure of Bubbles within School</p> <ul style="list-style-type: none"> St John Fisher has a strong contingency plan in place for remote education provision which includes quality education in all year groups. This will be available through Microsoft Teams by the end of September. In the event of a 'bubble' having to close or in the event of a localised lockdown we will: <ul style="list-style-type: none"> ✓ continue to support learning through Microsoft Teams and the school Home Learning Tab on the school website. We will supply teaching videos linked to current curriculum topics. ✓ provide remote high quality education resources ✓ consistently use online education tools (Microsoft Teams) across school to support learning, allow interaction, assessment and feedback, ensure staff are trained in their use ✓ provide printed resources- reading books and workbooks for pupils ✓ provide suitable resources to allow online interaction for children who have lack of technological provision at home Work with families to help support those children who may not be able to access remote 	<p>Video Lessons</p> <ul style="list-style-type: none"> From that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum. <p>SEND</p> <ul style="list-style-type: none"> Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector. <p>Digital Education Platforms</p> <ul style="list-style-type: none"> There's government-funded access to one of 2 free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through The Key for School Leaders. The Key also provides feature comparison and case studies on how schools are making the most of these platforms.
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			<p>education without supervision through Microsoft teams and phone calls.</p> <p>When Teaching pupils remotely we will:</p> <ul style="list-style-type: none"> • Set assignments so that pupils have ambitious work each day in a number of different subjects. • Teach a planned and well sequenced curriculum so that knowledge and skills are built incrementally. Intention of the learning is clear and sequenced. • Provide clear explanations of new content delivered by the class teacher or through good quality curriculum resources and videos. • Ask questions to gauge how well pupils are accessing and progressing through the curriculum- set clear expectations. • Teachers adjust the pace or difficulty of planned work in response to children's interaction- simplifying explanations or revising materials +. • Plan a programme of lessons that is equivalent in length to core teaching pupils would receive at school- including contact with teachers. <p>We will:</p> <ul style="list-style-type: none"> • Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum 	<p>'EdTech' Demonstrator Programme</p> <ul style="list-style-type: none"> • This is a network of schools and colleges for help and support on the effective use of tech for remote education that can be accessed through the EdTech Demonstrator Programme. <p>Laptops, Tablets and 4G Wireless Routers</p> <ul style="list-style-type: none"> • Laptops, tablets and 4G wireless routers were made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils) between May to July 2020. • Local authorities and academy trusts will continue to own these devices. • Following pupils returning to school in the autumn term, laptops and tablets will be distributed directly to schools affected by a local coronavirus (COVID-19) outbreak. • These will be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. These devices will be owned by the school.
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			<ul style="list-style-type: none"> consider expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support avoid an over-reliance on long-term projects or internet research activities. 	<p>Wi-Fi Hotspots</p> <ul style="list-style-type: none"> In addition to 4G routers provided to local authorities and academy trusts, DfE is working in partnership with BT to offer free access to BT Wi-Fi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on increasing internet access for vulnerable and disadvantaged children is available. Support on delivering remote education safely is available from: <ul style="list-style-type: none"> ✓ Safe remote learning, published by SWGfL ✓ Online safety and safeguarding, published by LGfL, which covers safe remote learning ✓ The National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely ✓ Safeguarding and remote education during coronavirus (COVID-19), published by DfE ✓ annex C of keeping children safe in education
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Public Health
England

Guide to donning and doffing standard Personal Protective Equipment (PPE)

for health and social care settings









Donning or putting on PPE

Before putting on the PPE, perform hand hygiene. Use alcohol handrub or gel or soap and water. Make sure you are hydrated and are not wearing any jewellery, bracelets, watches or stoned rings.

- 1 Put on your plastic apron, making sure it is tied securely at the back. 
- 2 Put on your surgical face mask, if tied, make sure securely tied at crown and nape of neck. Once it covers the nose, make sure it is extended to cover your mouth and chin. 
- 3 Put on your eye protection if there is a risk of splashing. 
- 4 Put on non-sterile nitrile gloves. 
- 5 You are now ready to enter the patient area. 

Doffing or taking off PPE

Surgical masks are single session use, gloves and apron should be changed between patients.

- 1 Remove gloves, grasp the outside of the cuff of the glove and peel off, holding the glove in the gloved hand, insert the finger underneath and peel off second glove. 
- 2 Perform hand hygiene using alcohol hand gel or rub, or soap and water. 
- 3 Snap or unfasten apron ties the neck and allow to fall forward. 
- 4 Snap waste ties and fold apron in on itself, not handling the outside as it is contaminated, and put into clinical waste. 
- 5 Once outside the patient room. Remove eye protection. 
- 6 Perform hand hygiene using alcohol hand gel or rub, or soap and water. 
- 7 Remove surgical mask. 
- 8 Now wash your hands with soap and water. 

Please refer to the PHE standard PPE video in the COVID-19 guidance collection:

www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures

If you require the PPE for aerosol generating procedures (AGPs) please visit:

www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-aerosol-generating-procedures

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Terms, Definitions and Clarifications...

i	Hand washing protocol	Attached at appendix 1 below https://www.who.int/gpsc/clean_hands_protection/en/
ii	Respiratory hygiene protocol	This means covering your mouth and nose with your bent elbow or tissue when you cough or sneeze. Then dispose of the used tissue immediately. https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public
iii	Momentary contact	Relates to ad hoc interventions that may create proximity to bodily fluid – e.g. a driver putting a seatbelt onto a client.
iv	Sessional use	Surgical facemask can be used multiple times and need not be disposed of until wet, damaged or uncomfortable. https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control/covid-19-personal-protective-equipment-ppe#section-6
v	Prolonged/ Intimate care	Is defined as a role which is personally supporting the client to bathe, wash, feed etc. where there may be close proximity to bodily fluids.
vi	Donning and doffing	Refers to the correct method by which PPE should be put on and taken off. Guidance at appendix 3. https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures https://www.youtube.com/watch?v=-GncQ_ed-9w
vii	Disposal of PPE	PPE should be bagged and disposed of in a lidded bin followed by close adherence to hand washing protocol.
viii	Shielded person	Definition at appendix 2.
ix	Single use	Refers to disposal of PPE after each client interaction.
x	PHE Covid-19 IPC	https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control?utm_source=7c916e5e-b965-44d0-a304-cf38d248abba&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate