Coronavirus (Covid-19) - School Opening Risk Assessment

NOTE: This RA applies from Monday 22\textsuperscript{nd} June until Wednesday 22\textsuperscript{nd} July.

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Exposure to/spread of Covid-19 Coronavirus</th>
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| Who might be affected? | • Pupils  
  • Staff  
  • Parents/Carers  
  • Visitors  
  • Wider school community |

Prior to school opening the following needs to be completed:

- Staff numbers determined
- Pupil numbers determined
- This risk assessment shared with staff/parents/governors
- Classrooms organised in terms of seating and resources
- Class groupings and staffing determined
- Timings for drop off/collection and system established and shared with staff/parents/governors
- Timings for playtime and lunchtime established
- Playground to be demarcated for groups of children at playtimes/lunchtimes
- PPE purchased
- Additional cleaning routines established and agreed
### Controls

<table>
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<tr>
<th>REDUCED OPENING:</th>
<th>Additional notes</th>
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<tr>
<th>MINIMISING CONTACT WITH INDIVIDUALS WHO ARE UNWELL:</th>
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| Pupils and staff members displaying coronavirus symptoms, **do not** come to school and self-isolate for 7 days. | See page 14 of attached Government guidance  
For the definition of ‘clinically *extremely* vulnerable’ – see Page 9 below |
| Pupils and staff members who have someone in their household displaying coronavirus symptoms, **do not** come to school and self-isolate for 14 days. | |
| If a pupil or member of staff becomes unwell at school with a new, continuous cough or a high temperature or has a loss of, or change in, their normal sense of taste of smell (anosmia) they will be sent home and advised to self-isolate for 7 days. | |
| **To access testing for pupils, parents will be able to use the 111 online coronavirus service if their child is 5 or over. Parents will be able to call 111 if their child is aged under 5.** | |
| If the pupil or member of staff tests positive, the rest of their class or group will be sent home and advised to self-isolate for 14 days. | |
| We will not be administering any oral medication. If a pupil is taking any medication, they should stay at home. | |
| If a pupil requires their inhaler when in school, we will administer it and then contact parents to collect their child. | |

<table>
<thead>
<tr>
<th>CLINICALLY VULNERABLE CHILDREN &amp; STAFF:</th>
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<tbody>
<tr>
<td>Clinically <em>extremely</em> vulnerable pupils and staff will not come to school. Pupils will access home-learning resources. Staff will work from home.</td>
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</tr>
<tr>
<td>Clinically vulnerable pupils should not come to school but continue to access home-learning resources. Clinically vulnerable staff are advised to take extra care in observing social distancing and should work from home where possible.</td>
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</tbody>
</table>
If a pupil or member of staff lives in a household with someone who is clinically extremely vulnerable, they should not come to school. Pupils will access home-learning resources. Staff will work from home.

If a pupil or member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend school.

**SOCIAL DISTANCING AND PPE:**

Staff are advised to maintain a 2m distance between themselves where possible and where preferred. Staff must maintain a 2m distance between themselves and parents/carers. Staff should try to reduce close contact with pupils where possible and avoid being at face height with pupils. Staff may wear a face covering if they wish. Staff may use Cherry class to eat their lunch in if they would prefer this to using the staff room. Only one member of staff to be in the main office if the Office Manager and/or Bursar are present, for the purpose of using the photocopier. Emotional wellbeing of staff is a priority and this will be a focus for all decisions made.

Disposable face masks, plastic aprons, gloves and face shields will be available for staff when undertaking intimate care or First Aid.

Face shields must be wiped clean with detergent after use.

Face masks will be available for staff to wear.


How should PPE and face coverings be disposed of?

Used PPE and any disposable face coverings that staff, children, young people or other learners arrive wearing should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus, in line with the guidance on cleaning for non-healthcare settings. Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then clean their hands.

Preferably clothing should be washed at 60 degrees Celsius in order to kill the virus.

**REDUCING TRANSMISSION BETWEEN HOME AND SCHOOL/SCHOOL AND HOME:**

Pupils may wear their own clothes to school rather than their uniform. This enables the clothes worn to be washed every evening. If possible, the clothes should be suitable for physical activity and this includes footwear.
For staff and pupils, clean clothes are to be worn every day.  

**No Reading Folders/Book Bags or PE Kits** to be brought into school.  

All home packed lunches **must** be taken by the pupil to their classroom.  

Parents will **not** be able to meet one to one with the class teachers or teaching assistants but very urgent matters will be dealt with via a telephone call or a note sent in with the pupil.

<table>
<thead>
<tr>
<th><strong>REDUCING PUPIL CONTACT:</strong></th>
<th>In addition, or alternatively to washing at 60 degrees Celsius, antibacterial laundry detergent should be used or clothing tumble dried in order to kill the virus</th>
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</thead>
<tbody>
<tr>
<td>Class sizes will be limited to a maximum of x15 pupils.</td>
<td>We accept that social distancing between our younger pupils is not possible. Trying to enforce it would have a negative impact on their emotional wellbeing.</td>
</tr>
<tr>
<td>Classroom tables and seating will be arranged to increase the space between pupils. Those not needed will be removed to maximise space.</td>
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<tr>
<td>The playground will be divided into two halves to reduce contact between different classes/year groups.</td>
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<tr>
<td>Playtimes and lunchtimes will be staggered.</td>
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<tr>
<td>We will <strong>not</strong> be able to offer Kidstime extended care.</td>
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<tr>
<td>We will <strong>not</strong> be able to offer any lunchtime or after school activity clubs.</td>
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<tr>
<td>Toilet breaks will be limited to reduce risk of pupils gathering in the toilet area.</td>
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<tr>
<th><strong>DROPPING OFF AND COLLECTING PUPILS:</strong></th>
<th><strong>Plan available and emailed to parents</strong></th>
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<tbody>
<tr>
<td>Classes will be allocated drop off and collection points, clearly signposted around the school and these <strong>must</strong> be adhered to by parents/carers at the start and end of the school day (see attached plan).</td>
<td>Parents/carers are asked <strong>not</strong> to stay on the school grounds to socialise.</td>
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<tr>
<td>Classes will be allocated drop off and collection times and it is imperative that good time-keeping is adhered to.</td>
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<tr>
<td>At drop off and collection times, only <strong>one</strong> parent/carer per child. Where possible, siblings should stay safely at home.</td>
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<tr>
<td>Parents/carers must exit the school grounds immediately.</td>
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<tr>
<td><strong>No</strong> parent/carer will be permitted to enter any school building.</td>
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<tr>
<th><strong>STAGGERED BEGINNING AND END OF DAY:</strong></th>
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<tbody>
<tr>
<td><strong>Morning drop off</strong></td>
<td></td>
</tr>
<tr>
<td>• 8.30am Lime – M &amp; T/Th &amp; F</td>
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<tr>
<td>• 8.30am Keyworker/Vulnerable children - Daily</td>
<td></td>
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<tr>
<td>• 8.45am Maple - M &amp; T/Th &amp; F</td>
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</tbody>
</table>
- 8.45am Oak - M & T/Th & F
- 8.40am Walnut - Th & F
- 9.00am Apple - M & T
- 9.00am Chestnut - M & T
- 9.00am Willow - Th & F
- 12 noon Pear - Th & F

**Afternoon pick up**
- 12 noon Apple
- 2.45pm Maple
- 2.45pm Oak
- 3.00pm Pear
- 3.00pm Chestnut
- 3.00pm Willow
- 3.05pm Lime
- 3.10pm Walnut
- 3.30pm Keyworker children/Vulnerable children

**CLASS/GROUP SIZES:**
Reception and Year 1 classes will be split in half. Each group will be in their own classroom.

1 teacher and 1 teaching assistant to supervise the group for the time they are in, with as much staffing consistency as possible. The teacher and/or TA may not be the group’s regular teacher and/or TA.

LSAs will be with named pupils.

Class groups will not be in close contact with other class groups during the school day.

The Keyworker and Vulnerable children group will not mix with the other class groups attending at different times.

**CLASSROOM ORGANISATION AND STAFF/PUPIL HYGIENE:**
Windows and doors to be open as much as possible and as the weather allows.

Staff and pupils to wash their hands with soap and water for at least 20 seconds across the school day, particularly:
- On entry into the school/classroom
- After sneezing or coughing
- Before and after playtime and lunchtime
- Before and after handling or eating food
- After going to the toilet
- Before going home

Pupils will be reminded not to touch any parts of their face with their hands or put their fingers in their mouth.

Soft furnishings, e.g., cushions, soft toys and dressing-up clothes to be removed from classrooms.

No playdough to be used.

Play resources to be limited to enable washing between groups.

**LESSONS:**

Lessons to be delivered without close contact between pupils and between staff and pupils as much as possible.

Teachers may hear individual children read (if they choose to do so) but will not be sending books home.

Workbooks must not be taken home for marking by teachers.

Home-learning will be given out at the end of the day on Tuesdays and Fridays for those children attending school for the days they are not in school.

Pupils will not be required to bring equipment in from home other than a water bottle which will be sent home for washing at the end of each day and a piece of fruit in a named clear bag or container.

Pupils will be given their own equipment (pencils/rubber/scissors etc) in a plastic wallet and will not share them with other pupils.

We aim to hold an assembly twice a week (once for each pupil coming in during the week). They will sit in their own group with spaces between each pupil and will be distanced from the other group in their year.

Arrangements are in place for any externally employed adults delivering learning in school, i.e., our Premier Sports coach, will have protocols and expectations shared.

For **KS1 pupils not attending school at all**, home-learning packs can be collected from school between 3:45pm and 4:30pm each day. There will be one pack per week.

For all children not attending school, fortnightly check-in phone calls will continue to be made.
**PLAYTIMES/LUNCHTIMES:**
Playtimes and lunchtimes will be staggered and the playground will be zoned so different groups of pupils do not mix.

Teachers/TAs will be with their group at playtimes - *STAFF TO SEE SEPARATE PLAN*

School lunches will be available as normal – *STAFF TO SEE SEPARATE TIMETABLE*

During lunchtime, which will be approx. 45 minutes, the same 2 carers will be supervising in the dining room. In between sittings, staff will wash down all surfaces and maintain personal hygiene.

The monkey bars will be out of bounds and the music garden will be closed for use.

**MENUS TO BE PROVIDED**
Each class to have their own equipment to use at playtime.

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**INJURIES:**
Pupils with minor injuries will be encouraged to clean them with water, themselves, under adult supervision.

Adults applying dressings to a pupil’s injury will wear gloves and a face mask.

*(The wearing of gloves is already part of our First Aid policy).*

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**INTIMATE CARE:**
Pupils who need assistance following a toileting accident will be encouraged to clean themselves, under adult supervision.

If pupils require assistance with personal care, e.g., following a toileting accident or for nappy changing, the staff member **must** wear a face mask, disposable apron and gloves. A plastic face shield will be available for use.

*In the case of more severe toileting accidents, e.g., involving a lot of excrement, parents may be called to take their child home for cleaning.*

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**HEALTH & SAFETY:**
Fire drills will continue.

In the event of an emergency, priority is getting out of the building safely and calmly regardless of social distancing.

Personal Evacuation Plans for pupils will be reviewed.

All non-emergency work on the buildings or site by outside contractors will be postponed.

Contractors delivering goods to school, e.g., food, milk, fruit and resources will not be permitted to enter the school buildings.

There will be no school lettings for the remainder of this school year.
**CLEANING MEASURES:**

All areas of the school that have been open for use will be cleaned at the end of the school day.

Cleaning staff to wash their hands on entry into the school building.

Classroom chairs that have been used will be cleaned at the end of each school day.

The school will be closed on Wednesdays for a deeper clean between class group changeovers.

The school will be deep cleaned on a Friday evening.

In addition, standard cleaning products will be used more frequently during the day to clean and disinfect frequently touched objects, surfaces and contact points, including:

- Classroom tables
- Door handles
- Light switches
- Computer equipment (including keyboards and touchscreens) if used
- Telephones
- Resources, e.g., wipe boards, glue sticks
- Static playground equipment

**Site Manager to ensure supplies of hand soap, paper towels and tissues are replenished each morning.**

A cleaning spray and cloth will be kept in each classroom – stored safely.

A packet of wet wipes will be kept in each classroom.


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**CLEANING IF THERE HAS BEEN A SUSPECTED CASE IN SCHOOL:**

Clean and disinfect surfaces the person has come into contact with, including:

- Objects which are visibly contaminated with body fluids
- All potentially contaminated high-contact areas such as toilets, flushes and taps, door handles, telephones, IT equipment including keyboard and mouse

Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, following one of the options below:

- use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine or
- a household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer’s instructions for dilution, application and contact times for all detergents and disinfectants or

*enveloped viruses - The most well-known examples of enveloped viruses are the influenza virus, Hepatitis C and HIV.*

• if an alternative disinfectant is used within the organisation, this should be checked and ensure that it is effective against *enveloped viruses
Avoid creating splashes and spray when cleaning.

Make sure all cleaning staff:
• Have disposable gloves and disposable aprons available for use
• Wash their hands with soap and water once they remove their gloves and apron and before they leave the school building

If there is visible contamination with body fluids, cleaning staff must wear a face mask and face shield.

Wash any possibly contaminated fabric items in a washing machine. Clean and disinfect anything used for transporting these items with standard cleaning products.

Launder any possibly contaminated items on the hottest temperature the fabric will tolerate.

If items cannot be cleaned using detergents or laundering (e.g., upholstered furniture), use steam cleaning.

Dispose of any items that are heavily soiled or contaminated with body fluids, according to most recent guidance.

Who is ‘clinically extremely vulnerable’?

Expert doctors in England have identified specific medical conditions that, based on what we know about the virus so far, place someone at greatest risk of severe illness from COVID-19.

Clinically extremely vulnerable people may include the following people. Disease severity, history or treatment levels will also affect who is in the group.

1. Solid organ transplant recipients.
2. People with specific cancers:
   • people with cancer who are undergoing active chemotherapy
   • people with lung cancer who are undergoing radical radiotherapy
   • people with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment
   • people having immunotherapy or other continuing antibody treatments for cancer
   • people having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors
• people who have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs
3. People with severe respiratory conditions including all cystic fibrosis, severe asthma and severe chronic obstructive pulmonary (COPD).
4. People with rare diseases that significantly increase the risk of infections (such as SCID, homozygous sickle cell).
5. People on immunosuppression therapies sufficient to significantly increase risk of infection.
6. Women who are pregnant with significant heart disease, congenital or acquired.

People who fall in this group should have been contacted to tell them they are clinically extremely vulnerable.

Who is ‘Clinically vulnerable’?

If you have any of the following health conditions, you are clinically vulnerable, meaning you are at higher risk of severe illness from coronavirus. You should take particular care to minimise contact with others outside your household.

Clinically vulnerable people are those who are:

1. aged 70 or older (regardless of medical conditions)
2. under 70 with an underlying health condition listed below (that is, anyone instructed to get a flu jab as an adult each year on medical grounds):
   • chronic (long-term) mild to moderate respiratory diseases, such as asthma, chronic obstructive pulmonary disease (COPD), emphysema or bronchitis
   • chronic heart disease, such as heart failure
   • chronic kidney disease
   • chronic liver disease, such as hepatitis
   • chronic neurological conditions, such as Parkinson’s disease, motor neurone disease, multiple sclerosis (MS), or cerebral palsy
   • diabetes
   • a weakened immune system as the result of conditions such as HIV and AIDS, or medicines such as steroid tablets
   • being seriously overweight (a body mass index (BMI) of 40 or above)
   • pregnant women
Coronavirus (COVID-19): implementing protective measures in education and childcare settings

GOV.UK

Updated 12 May 2020

Background

As a result of the huge efforts everyone has made to adhere to strict social distancing measures, the transmission rate of coronavirus (COVID-19) has decreased. We therefore anticipate, with further progress, that we may be able, from the week commencing 1 June, to welcome back more children to early years, school and further education settings. We will only do this provided that the 5 key tests set by government justify the changes at the time, including that the rate of infection is decreasing and the enabling programmes set out in the roadmap are operating effectively. As a result, we are asking schools, colleges and childcare providers to plan on this basis, ahead of confirmation that these tests are met.

Education and childcare settings are already open to priority groups (vulnerable children and children of critical workers)\(^1\). Now that we have made progress in reducing the transmission of coronavirus we are encouraging all eligible children to attend - it is no longer necessary for parents of eligible children to keep them at home if they can. In particular, as per the existing Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak guidance, vulnerable children of all year groups continue to be expected and encouraged to attend educational provision where it is appropriate for them to do so.

From the week commencing 1 June at the earliest, we will be asking primary schools to welcome back children in nursery, reception, year 1 and year 6, alongside priority groups. We will ask secondary schools, sixth form and further education colleges to offer some face-to-face support to supplement the remote education of year 10 and year 12 students who are due to take key exams next year, alongside the full time provision they are offering to priority groups.

We are also asking nurseries and other early years providers, including childminders, to begin welcoming back all children. Alternative provision settings should mirror the approach being taken for mainstream schools and also offer some face-to-face support for years 10 and 11 students (as they have no year 12). Special schools, special post-16 institutions and hospital schools will work towards a phased return of more children and young people without a focus on specific year groups.
We want to get all children and young people back into education as soon as the scientific advice allows because it is the best place for them to learn, and because we know how important it is for their mental wellbeing to have social interactions with their peers, carers and teachers. Children returning to educational and childcare settings in greater numbers will also allow more families to return to work.

We are therefore gradually increasing the numbers of children and young people attending schools and colleges. This decision is based on the latest scientific advice. By returning pupils gradually, settings can initially reduce the number of children and young people in classrooms compared to usual and put protective measures in place to reduce risks.

In childcare settings, providers will be asked to welcome back all children below statutory school age from the week commencing 1 June. Demand for childcare is likely to be lower than usual at first, and existing space requirements and staff to child ratios for these age groups should allow for small group working. Where the physical layout of a setting does not allow small groups of children to be kept at a safe distance apart, we expect practitioners to exercise judgement in ensuring the highest standards of safety are maintained. In some cases, it may be necessary for providers to introduce a temporary cap on numbers to ensure that safety is prioritised. From 1 June, childminders can look after children of all ages, in line with usual limits on the number of children they can care for.

Our ambition is to bring all primary year groups back to school before the summer holidays, for a month if feasible, though this will be kept under review. We will only welcome back additional year groups if the most up-to-date assessment of the risk posed by the virus indicates it is appropriate to have larger numbers of children within schools. The safety of children and staff is our utmost priority.

This advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focusing on measures they can put in place to help limit risk of the virus spreading within education and childcare settings. At the point that we think it is appropriate for more children and young people to return to schools and colleges, we will revise this guidance.

We will be publishing more detailed guidance on the operation of early years’ settings shortly.

Settings operating between now and 1 June should read this guidance in conjunction with Actions for schools during the coronavirus outbreak.

This advice will be updated as required.

Effective infection protection and control

There are important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus.
In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

**Personal protective equipment (PPE) including face coverings and face masks**

**Wearing a face covering or face mask in schools or other education settings is not recommended.** Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.

The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:

- 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 a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the
supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.

Education, childcare and children’s social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum.

**Shielded and clinically vulnerable children and young people**

For the vast majority of children and young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category.

**Shielded and clinically vulnerable adults**

Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work. Read COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable for more advice.

Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.

**Living with a shielded or clinically vulnerable person**

If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.
If a child, young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home.

Class or group sizes

We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out above:

• avoiding contact with anyone with symptoms
• frequent hand cleaning and good respiratory hygiene practices
• regular cleaning of settings
• minimising contact and mixing

It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups.

Public Health England (PHE) is clear that if early years’ settings, schools and colleges do this, and crucially if they are also applying regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice, then the risk of transmission will be lowered.

Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.

For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply as set out here, and we recommend using these to group children.

For primary schools, classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible.
For secondary schools and colleges, the same principle of halving classes will normally apply. It is also sensible to rearrange classrooms and workshops with sitting positions 2 metres apart. Where very small classes might result from halving, it would be acceptable to have more than half in a class, provided the space has been rearranged. Again, support staff may be drawn on in the event there are teacher shortages, working under the direction of other teachers in the setting.

Each setting’s circumstances will be slightly different. Any setting that cannot achieve these small groups at any point should discuss options with their local authority or trust. This might be because there are not enough classrooms or spaces available in the setting or because they do not have enough available teachers or staff to supervise the groups. Solutions might involve children attending a nearby school. If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children’s early learning, settings should prioritise groups of children as follows:

- early years settings - 3 and 4 year olds followed by younger age groups
- infant schools - nursery (where applicable) and reception
- primary schools - nursery (where applicable), reception and year 1

We will revisit this advice when the science indicates it is safe to invite more children back to schools and colleges.

How to implement protective measures in an education setting before wider opening on 1 June

Planning and organising

Consider the following steps:

- refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening
- organise small class groups, as described in the ‘class or group sizes’ section above
- organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible
- refresh the timetable:
  - decide which lessons or activities will be delivered
  - consider which lessons or classroom activities could take place outdoors
  - use the timetable and selection of classroom or other learning environment to reduce movement around the school or building
  - stagger assembly groups
– stagger break times (including lunch), so that all children are not moving around the school at the same time
– stagger drop-off and collection times
– for secondary schools and colleges, consider how best to supplement remote education with some face to face support for students
– plan parents’ drop-off and pick-up protocols that minimise adult to adult contact

• in addition, childcare settings or early years’ groups in school should:
  – consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing
  – consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously

• remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere
• remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)
• consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Read the Coronavirus (COVID-19): safer travel guidance for passengers
• institutions offering residential provision will also need to consider the maximum number of children or young people they can safely accommodate in residences

Communicating your plans

Consider the following steps:

• tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection)
  • tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend
  • tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)
  • make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)
• also think about engaging parents and children in education resources such as e-bug and PHE schools resources
• ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers
• talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful
• communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers
• discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this

When open

Keep cohorts together where possible and:

• ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days
• ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff
• ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days

For cleaning and hygiene:

• follow the COVID-19: cleaning of non-healthcare settings guidance
• ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments
• clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal
• ensure that all adults and children:
  – frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning
  – clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing
  – are encouraged not to touch their mouth, eyes and nose
  – use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’)
• ensure that help is available for children and young people who have trouble cleaning their hands independently
• consider how to encourage young children to learn and practise these habits through games, songs and repetition
• ensure that bins for tissues are emptied throughout the day
• where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units
• prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation
• get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed

**there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting**

Reduce mixing within education or childcare setting by:

• accessing rooms directly from outside where possible
• considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors
• staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time
• staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms
• ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time
• noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)

Use outside space:

• for exercise and breaks
• for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff
• although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings

For shared rooms:

• **use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix** (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance
• **stagger the use of staff rooms and offices to limit occupancy**
Reduce the use of shared resources:

- by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff
- by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently
- although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts

Adjust transport arrangements where necessary including:

- encouraging parents and children and young people to walk or cycle to their education setting where possible
- making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel
- ensuring that transport arrangements cater for any changes to start and finish times
- making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus
- making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers
- taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts
- local authorities or transport providers could consider the following:
  - guidance or training for school transport colleagues
  - substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers
  - cordon off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out
- communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)

Additional questions

**Will contact tracing be in place in educational and childcare settings?**

The government is developing a new national test and trace programme. This will bring together an app, expanded web and phone-based contact tracing, and swab testing for those with potential coronavirus symptoms. This programme will play an important role in helping to minimise the spread of coronavirus in the future. It will also include more traditional methods of contact tracing if a child, young person or parent tests positive. This could include, for example,
direct discussion with parents and schools or colleges on recent contacts. The government is recruiting 18,000 contact tracers to support contact tracing and will recruit more if needed. They will play an important part in tracing the contacts of those with coronavirus, including children.

**What happens if someone becomes unwell at an educational or childcare setting?**

If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.

If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).

In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.

If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see ‘What happens if there is a confirmed case of coronavirus in a setting?’ below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.

**What happens if there is a confirmed case of coronavirus in a setting?**

When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario.

Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.
Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.

As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England’s local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.

**Should educational settings ask parents to report pupils’ temperatures at the start of each day?**

*Parents, carers and settings do not need to take children’s temperatures every morning. Routine testing of an individual’s temperature is not a reliable method for identifying coronavirus.* Educational and childcare settings should reiterate to parents the need to follow the standard national advice on the kind of symptoms to look out for that might be due to coronavirus, and where to get further advice. If anyone in the household develops a fever or a new continuous cough they are advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance (which states that the ill person should remain in isolation for 7 days and the rest of the household in isolation for 14 days).

**Will children and young people be eligible for testing?**

When settings open to the wider cohort of children and young people, all those children and young people eligible to attend, and members of their households, will have access to testing if they display symptoms of coronavirus. This will enable them to get back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative. To access testing, parents will be able to use the 111 online coronavirus service if their child is 5 or over. Parents will be able to call 111 if their child is aged under 5.

**Will teachers and other staff be able to get tested if they have symptoms?**

*Access to testing is already available to all essential workers.* This includes anyone involved in education, childcare or social work – including both public and voluntary sector workers, as well as foster carers. See the full list of essential workers. Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal.
How should special schools and colleges consider and manage risks in supporting children and young people with complex needs?

We have published guidance for special schools, specialist colleges, local authorities and any other settings managing children and young people with education, health and care plans, including those with complex needs. This covers recommendations for educational settings, working with local areas and families, on how to assess risks in supporting children and young people.

What does implementing protective measures look like in alternative provision (AP)?

AP settings should follow the same principles and guidance as mainstream schools. As much as possible, protective measures should be adhered to and class or group sizes should be small. Staff should use simple language to explain safety measures, and reiterate and reinforce key messages. Safe routines for access to toilets, hand-cleaning and break and lunch times should be put in place. Teaching resources can be used to aid understanding.

Settings may need to carry out a risk assessment, if it is deemed that a child or young person may not be able to follow instructions, to determine what mitigations need to be put in place and whether, in rare circumstances, they should stay at home. For those children and young people with a social worker, our expectation is that they should attend their educational setting unless a risk assessment concludes they will be safer at home.