



### Aston by Sutton Recovery Plan and Risk Assessment -March 2021 update

Plan built around the following government guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/964351/Schools\\_coronavirus\\_operational\\_guidance\\_from\\_8\\_March](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance_from_8_March)

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

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). 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:

- 1) 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
- 2) 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 and wrists are covered
- 3) ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- 4) cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- 5) minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

#### **Staff Principles**

1. **Do not come to work if you have coronavirus symptoms** or go home as soon as these develop (informing your headteacher) and access a test as soon as possible. Let school know as soon as you have the result.
2. **Clean your hands and wrists more often than usual** - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the **'catch it, bin it, kill it'** approach.
4. **Avoid touching your mouth, nose and eyes.**
5. **Clean frequently touched surfaces often** using standard products, such as detergents and bleach.
6. **Modify your teaching approach** to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important). Stand behind or to the side, and always stay higher than their head height to avoid transmission. Have a nominated zone at the front of the classroom to allow for 2m distancing.
7. **Avoid calling pupils to the front of the class** by going to their desk to check on their work if necessary.
8. **Help your class to follow the rules on hand cleaning,** not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
9. **Prevent sharing of equipment and resources (like stationery).** Own pencil cases and contents will be provided by school
10. **Keep your classroom door and windows open wherever possible, for air flow.**
11. **One child from each bubble** using the toilet at any one time. Toilet cubicles in girls to be labelled as to which class use each one, sinks too, Boys sinks can be labelled.
12. **Staff contact/interaction restricted** wherever possible to just within each bubble, don't congregate in shared spaces, especially if they are small rooms. Contact using social distancing outside is deemed to be safer. Staff to maintain 2m distance between themselves and other adults, and with children were possible.
13. **Staff room to be used on a rota,** classrooms to have own tea/coffee making facilities, where safely possible (class 3 and 4 have, class 1 and 2 have not)
14. **Read the school's updated behaviour policy** and know what role in it you're being asked to take.
15. **Wear a mask when leaving your bubble** (e.g. your classroom, office etc) and when outside on duty, and at the start end of the day).
16. **Wear a mask in the classroom if you are not able to maintain 2m social distancing with other adults.** Try to teach from the front in nominated 'teacher space' and therefore this should mean you can remove your mask in this area. If walking around the classroom and monitoring children's learning, or sitting with a group, where possible, wear a mask.
17. **LFD testing for staff and regular teaching staff to school (Optional).** There has been a very positive uptake to this, which offers reassurance twice weekly to school.

Aspect	Measures to Implement	DfE Guidance	Notes	Risk
<b>Staffing including communication</b>	<ul style="list-style-type: none"> <li>▪ Create clear support network to look at anxiety and stress levels to support staff in returning to school.</li> <li>▪ Individual support packages and interventions for staff.</li> <li>▪ All staff are needed for the return following lockdown 4. This will be from 8/03/2021</li> <li>▪ Staff to check emails daily to keep up to date with any key information and changes that may need to take place.</li> <li>▪ Staff bubbles will continue, and the number of occasions that staff go between bubbles will continue to be reduced.</li> <li>▪ AP to deliver PPA to 2 classes on a Monday and 1 class on a Thursday. The additional class will be taught in the Summer term .</li> <li>▪ Any supply/outside staff to have checked they are well each day before coming to school and they are working at reduced numbers of settings.</li> <li>▪ Two office staff are able to work with ventilation at all times. Normal working in office. Limit contact with other adults. Use of hatch, mobile phone/email to request support/resources</li> <li>▪ Staff to use phone in the staffroom or intervention room if they need to ring out.</li> </ul>	<ul style="list-style-type: none"> <li>▪ talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</li> </ul>		H
<b>Staffing Rotas</b>	<ul style="list-style-type: none"> <li>▪ In <b>March</b> the staffing will be as follows:  <b>Class 1:</b> LAS + AS + DS  <b>Class 2:</b> HP + TH +DS  <b>Class 3:</b> JMc + NW  <b>Class 4:</b> KW + DR+HG</li> <li>▪ PPA 1x½day week –pm: Using NR,AP, NH and HF.</li> </ul>	<p>Keep bubbles together where possible and:</p> <ul style="list-style-type: none"> <li>▪ ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</li> <li>▪ Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible; these stay the same during the day and on subsequent days.</li> <li>▪ Staff can go between bubbles. AP will do an assembly on a Friday in each bubble separately, and AP/HF will share the Monday PPA cover. Tuesday SENDCO cover will be covered by NR , AP/NH will share the Thursday PPA cover.</li> </ul>	Supervision during toilet needs- therefore TA in each class	M
<b>Pupils</b>	<ul style="list-style-type: none"> <li>▪ In March, in line with updated guidance all children will return.</li> <li>▪ All pupils will be monitored for their SEMH needs. Provision and support will be in place for whole class and individuals where needed.</li> <li>▪ Bubbles will keep their names and be named with R – Red, Year 1/2 – Green, Year 3/4 – Blue and Y5/6 - Purple. Class bubble doors will have clear signage, as will external doors</li> </ul>	<ul style="list-style-type: none"> <li>▪ A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they: <ul style="list-style-type: none"> <li>• have symptoms or have had a positive test result</li> <li>• live with someone who has symptoms or has tested positive and are a household contact</li> <li>• are a close contact of someone who has coronavirus (COVID-19) We know from</li> </ul> </li> </ul>		H

		<p>growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a 33 clinician. The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally. All 16 to 18 year olds with underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme. At present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated. You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place. As normal, you should not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness. This is already set out in school attendance guidance<sup>1</sup> but is especially important in the context of the pandemic and the coronavirus (COVID-19) vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues. You are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. You should keep a record of this activity but do not need to record it in the attendance register.</p> <p>■</p>		
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<b>Behaviour Policy</b>	<ul style="list-style-type: none"> <li>▪ Children who do not follow strict rules will be given two warnings. If they continue to disobey the strict rules on behaviour and or hygiene routines, then the leadership team may ring parents and that pupil may be sent home.</li> <li>▪ Children are not to be inside the building alone during lunch time or dinner unless they have requested the toilet.</li> <li>▪ See appendix to the behaviour policy</li> </ul>	<p>In light of the need for children to behave differently when they return to school, and any new systems that have put in place to support that, changes have been made to the school behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.</p> <p>These changes include:</p> <ul style="list-style-type: none"> <li>• following new routines for arrival or departure</li> <li>• following school instructions on hygiene, such as handwashing and sanitising</li> <li>• following instructions on who pupils can socialise with at school</li> <li>• moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)</li> <li>• expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands</li> <li>• tell an adult if you are experiencing symptoms of coronavirus</li> <li>• rules about sharing any equipment or other items including drinking bottles</li> <li>• amended expectations about breaks or play times, including where children may or may not play</li> <li>• use of toilets</li> <li>• clear rules about coughing or spitting at or towards any other person</li> <li>• clear rules for pupils at home about conduct in relation to remote education</li> <li>• rewards and sanction system where appropriate</li> </ul> <p>Identify any reasonable adjustments that need to be made for students with more challenging behaviour.</p>		M
<b>Actions</b> <ul style="list-style-type: none"> <li>▪ <b>Requirement: Pupils to wear clean clothes as much as possible. All clothes including shoes need to be independently fastened / put on by children. From March it is the expectation that ALL children will return in full uniform including appropriate footwear.</b></li> <li>▪ <b>Packed lunches and snacks can be brought in....soap bags with hand cream for sore skin can be kept in class.</b></li> <li>▪ <b>From March book bags will be permissible, but no big bags in Y3/4/5/6. Zip wallets <b>have been</b> purchased to transport books into and from school safely.</b></li> <li>▪ <b>In addition, children will only be able to bring their coat, water bottle and book bag/ zip wallet in each day - no pencil cases or rucksacks.</b></li> <li>▪ <b>PE will be taught by the two coaches and class teachers. All equipment must be cleaned down after each class. In addition active learning outside will be planned for and encouraged at break times, lunchtimes and during curriculum time. All children, including KS2 will have wellies or outdoor shoes in school at all times. PE bags will not be brought into school to reduce amount of lost property and risk while getting changed. Instead Children will be</b></li> </ul>				

required to come into school on their PE day(s) in their PE kits, which MUST be suitable for the weather on that day.				
PPE	<ul style="list-style-type: none"> <li>▪ <b>Teachers/staff to wear a mask when in close contact with pupils and when leaving their bubbles.</b>updated</li> <li>▪ Teachers to wear apron, mask, goggles and gloves when performing intimate care, OR dealing with an unwell child.</li> <li>▪ Teacher should <u>not wear gloves</u> unless in medical emergencies. There is strong evidence that this can spread germs more.</li> <li>▪ Staff may continue to wear comfortable clean and easy to wash clothing each day.</li> <li>▪ Staff to have training about safe removal and application of PPE masks and other equipment. Information given about how to store masks when not in use.</li> <li>▪ Outside of EHCP children, all continence issues and soiling <b>should not be dealt</b> with by staff. Parent should be rung immediately, and children sent home.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wearing a face covering or face mask in schools or other education settings is now recommended when leaving the bubble you work in. This will also apply when on duty and at the start and end of the day.</li> <li>▪ In addition, we now also recommend in those schools, that <b>face coverings should be worn in classrooms or during activities unless social distancing can be maintained.</b> This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). <b>Children in primary school do not need to wear a face covering.</b></li> <li>▪ 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.</li> <li>▪ The majority of staff in education settings will not require full 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: <ul style="list-style-type: none"> <li>a) children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>b) if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If</li> </ul> </li> </ul>	<p>Doctor explained that transmission rates for children under Year 5 were lower and therefore a facial covering was not needed. Also, that younger children do not have the discipline to comply. Reception pupils a third less likely to contract the virus and no evidence of primary pupils giving it to adults.</p>	H

		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		
<b>Actions</b>				
<ul style="list-style-type: none"> <li>Face masks are available for staff. Staff can use their own if preferred. Parents/carers who forget will be offered a school disposable mask to keep all of our parents and carers safe while dropping off and waiting for their children.</li> </ul>				
<b>Class Size and Groups</b>	<ul style="list-style-type: none"> <li>No more than a class (e.g. 2 classes cannot mix) in one bubble</li> <li>Social distancing applies for staff.</li> <li>Bubbles should remain apart from each other for the entire day.</li> </ul>	<ul style="list-style-type: none"> <li>For primary schools, a class can now come together. If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Desks should be spaced as far apart as possible.</li> </ul>		<b>M</b>
<b>Actions</b>				
<ul style="list-style-type: none"> <li>Ensure bubble does not go above 1 class, this means no mass gatherings e.g. assemblies.</li> </ul>				
<b>'Classroom Bubbles'</b>	<ul style="list-style-type: none"> <li>Children should not mix with other bubbles</li> <li>Teachers can now go between and mix with other classes, but it will be good practice to keep this to a minimum, and they should be timetabled to be together with a bubble as much as is possible.</li> <li>At playtimes and lunch times, children will be kept in their separate bubbles.</li> <li>As in September, in March we will have 3 Mid-days and 4 bubbles. Lunchtime will be managed by splitting the hall, into two distinct areas. There will be two sittings. 1 midday will supervise two classes in the hall with a teacher or TA, 2 will supervise the classes playing outside.</li> <li>The hall will be thoroughly cleaned before the next sitting.</li> </ul>	<p><b>Keep cohorts together where possible and:</b></p> <ul style="list-style-type: none"> <li>ensure that children and young people are in the same small groups as much as possible each day.</li> <li>Ensure that the same teacher(s) and other staff are assigned to each group as far as possible.</li> <li>Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In school seating students at the same desk each day will be good practice.</li> <li>2 children can now sit next to each other and desks can be placed like so:</li> <li></li> </ul>	Collection and drop off points need to be carefully considered. Enter in through single gate and exit out through double gate. Only one parent will be allowed to accompany.	<b>M</b>
<b>Actions</b>				
<ul style="list-style-type: none"> <li>Each class bubble will be clearly labelled with a colour. Reception – Red. Year 1/2 – Green. Y3/4 – Blue. Y5/6 - Purple</li> </ul>				
<b>Physical Building</b>	<ul style="list-style-type: none"> <li>Two children per double desk.</li> <li>Channels for the teacher to be created behind the desks for teachers to move</li> <li>Corridors to be marked with coloured Velcro spots to show 2m distance, to support the children.</li> <li>Doors to be wedged open at all times including toilet doors (exceptions infant, staff and disabled).</li> <li>Cloak rooms can be used but managed to avoid congestion e.g. a few children at a time.</li> <li>Children discouraged from bringing anything from home that is unnecessary. Only a coat, waterbottle, zipper book wallet and lunch box if necessary, this</li> </ul>	<ul style="list-style-type: none"> <li>Desks can now be placed next to each other but facing the front.</li> <li>Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day.</li> <li>In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days</li> <li><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a></li> </ul>	Front left leg position to be marked with Velcro spot.	<b>M</b>

	<p>includes flat book bags.</p> <ul style="list-style-type: none"> <li>Classroom spaces should be accessed from a singular entrance and preferably, directly from outside if possible.</li> </ul> <p><b>Classroom- Changes.</b></p> <ul style="list-style-type: none"> <li><b><u>Remove all non-essential objects.</u></b></li> <li>Redesign classroom spaces</li> </ul> <p><b>Bubble Spaces</b></p> <ul style="list-style-type: none"> <li><b>Class 4 – Purple –Y5/6 bubble</b></li> <li><b>Class 3 - Blue – Y3/4 bubble</b></li> <li><b>Class 2 - Green - Year 1/2 bubble</b></li> <li><b>Class 1 - Red - Reception bubble</b></li> <li><b>Library- Isolation Room- Remove all non-essential items in the isolation room. - to Be deep cleaned after every isolation incident</b></li> </ul> <p><b>Outdoor Space</b></p> <ul style="list-style-type: none"> <li>4 different playground Zones/areas for each bubble. Front playground to be rotated during different breaks.</li> <li>Where lessons and weather permit, learning is to take place outside; teachers should use outdoor education wherever possible.</li> <li>Playground equipment will be divided between classes to reduce the need to clean daily</li> <li>Children are not to enter the building alone during break time unless for the toilet. After toileting they must go straight back outside.</li> </ul> <p><b>Signage</b></p> <ul style="list-style-type: none"> <li>Use Velcro spots on hallway to show 2m distances</li> <li>Create hand sanitiser station posters and ensure toilets have washing hands posters.</li> </ul>			
<p><b>Teaching, Learning and Curriculum</b></p>	<ul style="list-style-type: none"> <li>The teaching in school will resume to the school curriculum. Catch up recovery curriculum will be in place, particularly focussing on basic skills in Maths and English, but other curriculum teaching will resume.</li> <li>Maths marking to be done by children in green pen. Oral feedback from teachers to children.</li> <li>Children will keep their equipment on desks (individual pencil cases). Books to be placed in children's individual trays. Books that are not needed will be removed and stored</li> <li>All children will be informally assessed using a range</li> </ul>	<p>Refresh the timetable:</p> <ul style="list-style-type: none"> <li>Once all the children have returned, staff will focus on allowing the children time to settle, informal assessments and from here the curriculum will be tailored to meet the children's needs.</li> <li>Emphasis will be also on Children's mental health and well- being. '<i>Schools should support the rebuilding of friendships and social engagement</i>'.</li> <li>Consider which lessons or classroom activities could take place outdoors</li> </ul>	<p>Expectations on staff feedback should be minimal due to current situation.</p>	<p>L</p>

	<p>of assessment to see where they are at currently in relation to the curriculum, and their SEMH.</p> <ul style="list-style-type: none"> <li>Use will be made of the West Cheshire Children's Trust, Our way of working Covid recovery tool. This will support staff to recognise, respond and make appropriate links and referrals to support services. All children with SEND will be assessed within this process and appropriate services will be referred to, to support their needs.</li> </ul>			
<b>Actions</b>				
<b>Social Distancing</b>	<ul style="list-style-type: none"> <li>Physical contact such as handshakes and hugs should be avoided between educational staff</li> <li>Staff should socially distance between themselves and those of other bubbles. Staff should attempt to socially distance with those in their bubbles</li> <li>Staff, should endeavour to stay 2m apart.</li> <li>Strict adherence to this policy will be monitored.</li> <li>Social distancing between pupils will no longer be expected although physical contact should be avoided for the majority of the time as good practice.</li> <li>Practitioners should ensure that they are aware of the definition of a contact- see right, and ensure they are social distancing to avoid becoming a contact.</li> </ul>	<p style="text-align: center;"><b>Definition of a contact</b></p> <p>A contact is defined as a person who has had contact (see below) at any time from 48 hours before onset of symptoms (or test if asymptomatic) to 10 days after onset of symptoms (or test):</p> <ul style="list-style-type: none"> <li>a person who has had face-to-face contact (<b><u>within one metre</u></b>) with someone who has tested positive for coronavirus (COVID-19), including: <ul style="list-style-type: none"> <li>being coughed on, or</li> <li>having a face-to-face conversation, or</li> <li>having skin-to-skin physical contact, or</li> </ul> </li> <li>any contact <b><u>within one metre</u></b> for <b><u>one minute or longer</u></b> without face-to-face contact</li> <li>a person who has been <b><u>within 2 metres</u></b> of someone who has tested positive for coronavirus (COVID-19) for more than 15 minutes</li> <li>a person who has travelled in a small vehicle with someone who has tested positive for coronavirus (COVID-19) or in a large vehicle near someone who has tested positive for coronavirus (COVID-19)</li> <li>people who spend significant time in the same household as a person who has tested positive for coronavirus (COVID-19)</li> </ul> <p><b><i>NOTE: Wearing a <u>face covering, face visor or PPE</u> does not change the definition of a contact. Individuals wearing these items will still be required to self-isolate if they meet the definition of a contact.</i></b></p> <p>(taken from PHE CWAC version 3.0 26 November 2020)</p>		M

<b>Timetable for Day</b>	<ul style="list-style-type: none"> <li>Class groups to have staggered break times/ lunch times start and end times.</li> </ul> <table border="1" data-bbox="510 140 1081 560"> <thead> <tr> <th></th> <th>Red class 1</th> <th>Green Class 2</th> <th>Blue Class 3</th> <th>Purple Class 4</th> </tr> </thead> <tbody> <tr> <td>Session 1</td> <td>9am</td> <td>08:50</td> <td>08:40</td> <td>08:30</td> </tr> <tr> <td>Break</td> <td>10.15</td> <td>10.15</td> <td>10.15</td> <td>10.15</td> </tr> <tr> <td>Session2</td> <td>10.35am</td> <td>10.35am</td> <td>10.35am</td> <td>10.30am</td> </tr> <tr> <td>Friday Assembly</td> <td>11.50</td> <td>10.35am</td> <td>10.05am</td> <td>11am</td> </tr> <tr> <td>Lunch</td> <td>lunch break 12:00</td> <td>lunch break 12:00</td> <td>Lunch 12:05</td> <td>lunch 12:10</td> </tr> <tr> <td></td> <td>lunch 12:30</td> <td>lunch 12:35</td> <td>Lunch break 12:20</td> <td>lunch break 12:25</td> </tr> <tr> <td>Session 3</td> <td>13:00</td> <td>13:00</td> <td>13:00</td> <td>13:00</td> </tr> <tr> <td>Break</td> <td>14:10</td> <td>14:05</td> <td>14:00</td> <td>14:00*</td> </tr> <tr> <td>Session 4</td> <td>14:30</td> <td>14:30</td> <td>14:30</td> <td>14:30*</td> </tr> <tr> <td>Home</td> <td>3.15pm</td> <td>3.10pm</td> <td>3.05pm</td> <td>3pm</td> </tr> </tbody> </table> <p>Hygiene rules to be followed at the start and end of day.</p> <ul style="list-style-type: none"> <li>Children to stay in designated zones outside - this will be rotated to share access to each area.</li> </ul>		Red class 1	Green Class 2	Blue Class 3	Purple Class 4	Session 1	9am	08:50	08:40	08:30	Break	10.15	10.15	10.15	10.15	Session2	10.35am	10.35am	10.35am	10.30am	Friday Assembly	11.50	10.35am	10.05am	11am	Lunch	lunch break 12:00	lunch break 12:00	Lunch 12:05	lunch 12:10		lunch 12:30	lunch 12:35	Lunch break 12:20	lunch break 12:25	Session 3	13:00	13:00	13:00	13:00	Break	14:10	14:05	14:00	14:00*	Session 4	14:30	14:30	14:30	14:30*	Home	3.15pm	3.10pm	3.05pm	3pm	<p>Reduce mixing within education or childcare setting by:</p> <ul style="list-style-type: none"> <li>staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</li> <li>staggering lunch breaks - children and young people should clean their hands beforehand and will eat their lunch in their classrooms</li> <li>No after school clubs initially, then class based groups only 1 per week class teacher to oversee. Art for all and Sats booster for Y6?</li> <li>AP to run a Y5 club</li> </ul>		M
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Break	14:10	14:05	14:00	14:00*																																																							
Session 4	14:30	14:30	14:30	14:30*																																																							
Home	3.15pm	3.10pm	3.05pm	3pm																																																							
<b>Lunchtimes</b>	<ul style="list-style-type: none"> <li>Lunch as follows:</li> <li>Sitting 1: class 3 then class 4, sitting 2: class 1 then class 2, see above for timings.</li> <li>Children are not to access the building during lunch time unless for toileting and will be strictly one from each bubble only at a time.</li> <li>Lunch will be in the hall in two sittings in two distinct areas, see above</li> </ul> <p><b>SEE FIRST AID SECTION BELOW</b></p>	<ul style="list-style-type: none"> <li>Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</li> </ul>		M																																																							
<b>Movement- Children</b>	<ul style="list-style-type: none"> <li>2m social distancing signs at regular reminder spots!</li> <li>Classroom spaces to have teacher only zones.</li> <li>Classrooms to have channels for teachers to move around</li> </ul>	<ul style="list-style-type: none"> <li>accessing rooms directly from outside where possible</li> <li>Children to avoid moving around school except to go to the toilet.</li> </ul>		L																																																							
<b>Movement- Staff</b>	<ul style="list-style-type: none"> <li>Teachers to use variety of shared staff spaces e.g. staff room and garden area.</li> <li>Only one bubble to use the staff room at any one time</li> <li>Teachers should stay in their designated areas as much as possible.</li> <li>Practitioners should ensure that they are aware of the definition of a contact- see right, and ensure they are social distancing to avoid becoming a contact- See above in social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>office to only be used by office staff. If staff need to have a conversation, please use the hatch and ensure 1m plus is between staff.</li> <li>staff room to be <u>strictly</u> limited to <u>one bubble at a time</u> to be seated. As in a restaurant, if you get up out of your seat, please wear a mask.</li> <li>Staff to hand sanitise/wash hands before entering and before/after touching high frequency touch points such as fridge/cupboard handles</li> </ul>		M																																																							
<b>Movement- Parents</b>	<ul style="list-style-type: none"> <li>Parents should not enter the school building. Use of the hall for essential meetings or another outdoor space if not available.</li> </ul>	<p>There will be one shared door between class 2 and 3, which we will monitor i.e if we need to re-introduce the rear intervention door as used in the summer we will.</p>	<p>Pictures and walk through</p>	L																																																							

	<ul style="list-style-type: none"> <li>▪ <b>Only one parent</b> should drop off and collect children.</li> <li>▪ <b>Signs on fence for parents</b> to stand on and wait that are 2m apart.</li> <li>▪ No-go zone for teachers to stand in and release pupils</li> <li>▪ Single gate – in, double gate - out.</li> <li>▪ Parents are to wait at double gate at end of the day, at their allotted time. They are to socially distance up towards the church as close to the fence as possible to allow pedestrian traffic to pass safely.</li> <li>▪ Children will not be released to parents waiting at the other side of the double gate near to the climbing wall for safety reasons.</li> <li>▪ Sibling parents must use the sibling drop off slot to avoid waiting unnecessarily at the gate.</li> </ul>	This is managed mainly by staggered times.		
<b>Working Hours</b>	<ul style="list-style-type: none"> <li>▪ Staff should only enter the school site between 8am and 5pm.</li> <li>▪ Caretaker and cleaning continually of toilets and communal areas, handles, surfaces, toilets, bins etc. continually from 10 am.</li> <li>▪ Wrap around care resumed between 7.30/9 and 3-6 pm.</li> </ul>			L
<b>Premises checks</b>	<p><b>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</b></p> <ul style="list-style-type: none"> <li>▪ Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use.</li> </ul> <p><b>Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers</b></p> <ul style="list-style-type: none"> <li>▪ Hot water generation servicing to continue in line with manufacturers' criteria.</li> <li>▪ Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.</li> <li>▪ Regularly check hot water generation for functionality and if required, temperature recording</li> <li>▪ If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out.</li> </ul> <p><b>Fire Safety</b></p> <ul style="list-style-type: none"> <li>▪ Review and if necessary, update fire management</li> </ul>	<ul style="list-style-type: none"> <li>▪ During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - <a href="https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety">https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety</a></li> </ul> <p>For reference, use the Approved Code of Practice &amp; HSG 274 for hot water.</p>		M

	<p>plans and ensure any changes to fire escape routes are clearly identified and communicated.</p> <ul style="list-style-type: none"> <li>▪ Carry out weekly checks of alarms systems, call points, and emergency lighting.</li> <li>▪ Carry out regular hazard spotting to identify escape route obstructions.</li> <li>▪ Check that all fire doors are operational. Fire drills should continue to be held as normal.</li> </ul> <p><b>Kitchen equipment that holds water, for example dishwashers and combination ovens</b></p> <ul style="list-style-type: none"> <li>▪ Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth.</li> </ul> <p><b>Security</b></p> <ul style="list-style-type: none"> <li>▪ All areas of the school should be kept secure.</li> <li>▪ Access to certain closed areas should only be possible by relevant staff – e.g. staff room office etc.</li> <li>▪ Check that access control and lockdown systems are operational.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>▪ Where possible, occupied room windows should be open.</li> </ul> <p><b>Other points to consider</b></p> <ul style="list-style-type: none"> <li>▪ Core building-related electrical systems, including internal and external lighting, small power, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode.</li> <li>▪ For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building e.g. hygiene rooms, sports hall showers etc.</li> <li>▪ Update your keyholder information if necessary.</li> <li>▪ Intruder alarm /fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers.</li> <li>▪ Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance: <a href="https://www.hse.gov.uk/news/work-equipment-coronavirus.htm">https://www.hse.gov.uk/news/work-equipment-coronavirus.htm</a></li> </ul>			
<b>Toilet facilities</b>	<ul style="list-style-type: none"> <li>▪ Pupils should only enter one from each bubble at a time into toilets.</li> <li>▪ At busy points during the day, children may use both sinks which are to be cleaned immediately after use.</li> </ul>	<ul style="list-style-type: none"> <li>▪ ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> </ul>		H

	<ul style="list-style-type: none"> <li>Children’s bathrooms have two class bubbles sharing, so each girl have 2 cubicles and 2 sinks labelled for each class boys have sinks clearly labelled, and pupils encouraged not to mix in the toilets.</li> <li>One adult should accompany pupil to toilet to support management of hand washing and ensure cross over to other bubbles does not occur <b>if possible</b>.</li> <li>Door wedges to keep the doors semi-open to ensure privacy but keep ventilation.</li> <li>Caretaker and cleaner to check soap and paper towel supply is adequate</li> </ul>			
<b>First Aid</b>	<ul style="list-style-type: none"> <li>PPE should be worn (gloves and masks) when dealing with a first aid incident.</li> <li>Individual teachers / middays should administer basic first aid in the first instance. - A first aid kit for each bubble will be provided and taken out by mid days at lunch time.</li> <li>Serious injuries should be seen by a fully trained first aider</li> </ul> <p><b>Monday – Lel Shorrock</b>  <b>Tuesday - Tina Horsefield</b>  <b>Wednesday - Kath Wright</b>  <b>Thursday – Kath Wright</b>  <b>Friday – Lel Shorrock</b></p> <ul style="list-style-type: none"> <li>Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait in the school hall for parents.</li> <li>Children not to be sent inside for first aid incidents. Small incidents to be dealt with by mid-day (grazes etc.) who will have a first aid kit and record sheet with them. For more serious incidents, a first aider will be sent for to go out onto the playground. A rota of first aiders for each lunch time will be shared with everyone so they can be alerted if needed to attend an incident.</li> </ul>			H
<b>Cleaning</b>	<p><b>Cleaning</b>  <b>The school cleaner will be working from 10am-6pm and will continually move around school cleaning the toilets on a rota. These will be marked on a cleaning record sheet in each bathroom.</b></p> <ul style="list-style-type: none"> <li>Toilets will be deep cleaned at the end of each day. Toilets will be regularly cleaned throughout and again after Kids Activity World children have finished the day.</li> <li>Tables and contact points must be cleaned regularly by bubble staff and by the school cleaner at lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this</li> <li>follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</li> <li>clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors,</li> </ul>	<p>Maximum time staff can stay to – 4pm / 4.30</p> <p>COSHH rules regarding bleach</p>	H

	<ul style="list-style-type: none"> <li>▪ Equipment that has been used (and that can be cleaned) should be identified by the teacher at the end of the day to the cleaner (message on whiteboard) so that those objects can be disinfected.</li> <li>▪ No toys can be brought in from home.</li> <li>▪ Resources that cannot be cleaned according to the instructions must be packed away until after the COVID-19 epidemic is over.</li> <li>▪ Tablets should be wiped several times daily and between use. If possible, avoid children sharing tablets.</li> <li>▪ Contact points should be cleaned by cleaner on a rolling programme, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used.</li> <li>▪ Bins must be emptied before they are full and at least once daily. Pedal bins have been purchased for each classroom and toilet area, to dispose of tissues.</li> </ul> <p><b>Classrooms</b>  <b>All classes have their own cleaning resources in addition to the cleaning work done by the school cleaner/caretaker</b></p> <ul style="list-style-type: none"> <li>▪ <b>Reception:</b> Malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances.</li> <li>▪ <b>Reception:</b> Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use (additional guidance on this has been included in the guide from early years team) and where possible, children should be discouraged from sharing these.</li> <li>▪ <b>Reception:</b> Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines.</li> <li>▪ <b>Primary:</b> Desks should be wiped regularly.</li> <li>▪ <b>Primary:</b> Quiet singing is permitted for the sake of phonics teaching but other singing should be</li> </ul>	<p>sinks, toilets, light switches, bannisters, more regularly than normal</p> <ul style="list-style-type: none"> <li>▪ Toilets are cleaned at least 5 times a day. Classroom touch points are wiped down 4 x day <ul style="list-style-type: none"> <li>▪ Tables and chairs are wiped by school staff during lessons, and deep cleaned at the end of the day by the cleaner.</li> </ul> </li> <li>▪ Bins are emptied every hour.</li> <li>▪ Before and after school club are completing additional cleaning in the areas they use.</li> </ul> <p>Singing can now take place, as long as the number is limited to within a class bubble and it is controlled in</p>		
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	<p>discouraged.</p> <ul style="list-style-type: none"> <li>▪ <b>Primary:</b> Teachers should have a spray bottle and cloth (disposable)</li> <li>▪ Any objects the children touch should be disinfected once use has finished, or placed in the quarantine area of each classroom until the end of the day.</li> </ul>	<p>volume, with social distancing between children.</p> <ul style="list-style-type: none"> <li>▪ Playing instruments and singing in groups should take place outdoors wherever possible.</li> <li>▪ Pupils should be positioned back-to-back or side-to-side when playing or singing</li> <li>▪ Avoid sharing instruments and equipment (including scores and scripts). If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users.</li> <li>▪ Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.</li> </ul>		
<b>Actions</b>				
<b>Communication to children</b>	<ul style="list-style-type: none"> <li>▪ Home school agreement still stands from September. Any new in year transition pupils will also be asked to complete.</li> <li>▪ Short videos will be sent on Class dojo welcoming the children back to school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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)</li> <li>▪ 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 <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>)</li> </ul>		L
<b>Communication to and from Parents</b>	<ul style="list-style-type: none"> <li>▪ Essential correspondence sent out via letter on school comms.</li> <li>▪ Photo version of new measures were sent out to all children and families as a walkthrough of new measures- sent via school comms.</li> <li>▪ Any forms or messages from parents should be emailed to the school office</li> <li>▪ Methods of entry and exit to the school grounds have</li> </ul>	<ul style="list-style-type: none"> <li>▪ tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> <li>▪ tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>▪ make clear to parents that they cannot gather at</li> </ul>	Ensure all parents and children are aware of the narrow pavement and to be aware at all times that people may need to pass by and they should be	M

	<p>been communicated to parents.</p>	<p>entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</p> <ul style="list-style-type: none"> <li>▪ also think about engaging parents and children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a></li> <li>▪</li> </ul>	<p>able to do so and remain on the path.</p>	
<p><b>Procedures for medical care, isolation and confirmed cases</b></p>	<p><b>What to do if a child or staff member is unable to attend school because they have COVID-19 symptoms</b></p> <p><b>Anyone who develops symptoms of COVID-19, or whose household member develops symptoms, should immediately self-isolate. They should not attend school and should follow the steps below.</b></p> <ul style="list-style-type: none"> <li>▪ Parent/Carer or staff member should notify the school of their absence by phone</li> <li>▪ School should record and keep minimum dataset (see suggested template in Appendix 1): Reason for absence, date of onset of symptoms, symptoms, class etc.</li> <li>▪ Direct to Stay at home guidance for isolation advice for child/staff member and their households. The person with symptoms should isolate for 10 days starting from the first day of their symptoms and the rest of their household for 14 days.</li> <li>▪ Advise that the child/staff member should get tested via NHS UK or by contacting NHS 119 via telephone if they do not have internet access This would also apply to any parent or household member who develops symptoms. If any staff contact develops symptoms then they can apply for a test via <a href="https://www.gov.uk/apply-coronavirus-test-essential-workers">https://www.gov.uk/apply-coronavirus-test-essential-workers</a>.</li> <li>▪ There is no further action required by the school at this time, and no need to notify the Local Authority or the PHE NW Health Protection Team.</li> <li>▪ What to do if someone falls ill while at school</li> <li>▪ If anyone becomes unwell with a new continuous cough, a high temperature or a loss of or change in their normal sense of taste or smell they must be sent home as soon as possible</li> <li>▪ 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</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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 <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>.</li> <li>▪ 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.</li> </ul> <p><b><u>What to do if a child or staff member is unable to attend school because they have the following COVID-19 symptoms new continuous cough and/or fever (temperature of 37.8°C or higher) Loss of or change in, normal sense of taste or smell (anosmia)</u></b></p> <ul style="list-style-type: none"> <li>• Anyone who develops symptoms of COVID-19, or whose household member develops symptoms, should immediately self-isolate. They should not attend school and should follow the steps below.</li> <li>• Parent/Carer or staff member should notify the school of their absence by phone</li> <li>• School should record and keep relevant information (see suggested template in Appendix 1): Reason for absence, date of onset of symptoms,</li> </ul>		<p>H</p>

	<p>is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ PPE should be worn by staff caring for the child while they await collection ONLY if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</li> <li>▪ If a 2 metre distance cannot be maintained, then the following PPE should be worn by the supervising staff member: <ul style="list-style-type: none"> <li>▪ Fluid-resistant surgical face mask</li> <li>▪ If direct contact with the child is necessary, and there is significant risk of contact with bodily fluids, then the following PPE should be worn by the supervising staff member <ul style="list-style-type: none"> <li>▪ Disposable gloves</li> <li>▪ Disposable plastic apron</li> <li>▪ Fluid-resistant surgical face mask</li> <li>▪ Eye protection (goggles, visor) should be worn ONLY if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting</li> </ul> </li> </ul> </li> <li>▪ The school should record and keep the details of the incident in case it is needed for future case or outbreak management (see suggested template Appendix 2)</li> <li>▪ <b>There is no need to notify the Local Authority or the PHE NW Health Protection Team of the incident</b></li> </ul> <p><b>If a child who attends or staff member who works at an educational setting tests positive for COVID-19.</b></p> <p>The headteacher or appropriate member of the leadership team at the educational setting will be asked to work with the contact tracers to identify direct and close contacts of the case during the 48 hours prior to the child or staff member falling ill. This is likely to be the classmates and teacher of that class. The social distancing measures put in place by educational settings outside the classroom should reduce the number of other direct/close contacts.</p> <ul style="list-style-type: none"> <li>• <b>Close/direct contact is considered to</b></li> </ul>	<p>symptoms, class etc.</p> <ul style="list-style-type: none"> <li>• Direct to Stay at home guidance for isolation advice for child/staff member and their households. The person with symptoms should isolate for 10 days starting from the first day of their symptoms and the rest of their household for 14 days.</li> <li>• Advise that the child/staff member should get tested via NHS UK or by contacting NHS 119 via telephone if they do not have internet access This would also apply to any parent or household member who develops symptoms. If any staff contact develops symptoms then they can apply for a test via <a href="https://www.gov.uk/apply-coronavirus-test-essential-workers">https://www.gov.uk/apply-coronavirus-test-essential-workers</a>.</li> </ul> <p><i>There is no further action required by the school at this time, and no need to notify the Local Authority or Health Protection Team.</i></p> <p><u>If a headteacher is informed by a parent or staff member that a child or staff member has tested positive they should use the guidance below to appropriately identify and exclude close contacts if appropriate.</u></p> <p>The school should complete the Risk Assessment (Appendix 4) and submit the Risk Assessment securely to the Local Authority by emailing <a href="mailto:healthprotectionsecure@cheshirewestandchester.gov.uk">healthprotectionsecure@cheshirewestandchester.gov.uk</a></p> <p><b><u>The school should follow the steps below:</u></b></p> <p>The confirmed case should be advised to self-isolate until the latest of:</p> <ul style="list-style-type: none"> <li>10 days after the onset of their symptoms</li> <li>or</li> <li>10 days after their test day if they asymptomatic</li> </ul>	
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**be:**

- being coughed on, or
- having a face-to-face conversation within 1 metre, or
- having unprotected skin-to-skin physical contact, or
- travel in a small vehicle with the case, or
- any contact within 1 metre for 1 minute or longer without face-to-face contact
- extended close contact (between 1 and 2 metres for more than 15 minutes) with a case

All direct and close contacts will be excluded from school and advised to self-isolate for 14 days starting from the day they were last in contact with the case. For example, if the case tests positive on Thursday and was last in school on the previous Monday the first day of the 14 day period is on the Monday. Household members of contacts do not need to self-isolate unless the contact develops symptoms.

The contact tracer will provide a standard letter to the school containing the advice for contacts and their families; the school will be asked to send the letter to the identified contacts.

Contacts will not be tested unless they develop symptoms (contract tracer may provide advice on this). If a contact should develop symptoms, then the parent/carer should arrange for the child to be tested via NHS UK or by contacting NHS 119 via telephone if they do not have internet access This would also apply to any parent or household member who develops symptoms. If any staff contact develops symptoms then they can apply for a test via <https://www.gov.uk/apply-coronavirus-test-essential-workers>.

The headteacher or appropriate member of the leadership team should gather the following information to assist with identification of close contacts:

The cases's date of onset onset of their illness, the date on which they were tested, and their attendance record at school

The cases's year group/class/bubble

The INFECTIOUS PERIOD IS FROM 48 hours BEFORE ONSET OF SYMPTOMS (or the time of test if they don't have symptoms) UNTIL 10 DAYS AFTER SYMPTOMS STARTED

If the staff member or pupil has not been at school during the infectious period, the school does NOT need to take any further action.

If the staff member or pupil has been at school during the infectious period, the headteacher should identify direct and close contacts of the case during the 48 hours prior to the child or staff member falling ill. This is likely to be the classmates and teacher of that class. The social distancing measures put in place by educational settings outside the classroom should reduce the number of other direct/close contacts.

All close contacts should be excluded from school for 14 days following their last contact with the case. For example, if the case tests positive on Thursday and was last in school on the previous Monday the first day of the 14 day period is on the Monday. Household members of contacts do not need to self-isolate unless the contact develops symptoms.

**Close/direct contact is considered to be:**

- being coughed on,
- having a face-to-face conversation within 1 metre
- having unprotected skin-to-skin physical contact
- travel in a small vehicle with the case
- any contact within 1 metre for 1 minute

		<ul style="list-style-type: none"> <li>• or longer without face-to-face contact extended close contact (between 1 and 2 metres for more than 15 minutes) with a case</li> </ul> <p>The school should send to the identified close contacts and their families a standard letter containing the advice (see Appendix 3).</p> <p>The school should complete the Risk Assessment (Appendix 4) and send it to the local authority via a secure email address healthprotectionsecure@cheshirewestandchester.gov.uk</p> <p>Contacts will not be tested unless they develop symptoms. If a contact should develop symptoms, then the parent/carer should arrange for the child to be tested via NHS UK or by contacting NHS 119 via telephone if they do not have internet access. This would also apply to any parent or household member who develops symptoms. If any staff contact develops symptoms then they can apply for a test via <a href="https://www.gov.uk/apply-coronavirus-test-essential-workers">https://www.gov.uk/apply-coronavirus-test-essential-workers</a>.</p> <p>If the school has any enquiries regarding the action that should be taken for a confirmed case of COVID-19 then they should contact the Department of Education helpline on 0800 046 8687 (Monday to Friday 8am to 6pm, Saturday to Sunday 10am to 4pm). See PHE CWAC pack for schools, version 3, 26 November 2020</p>		
<b>Local Lockdown</b>	<p><b>Tiers of restriction</b></p> <p><b>Tier 1</b> – The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is</p>	TO BE UPDATED once children return to school.		

	<p>described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p> <p><b>Tier 2</b> - Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.</p> <p>Tier 3 - Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.</p> <p>Tier 4 – All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to</p>			
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<p><b>Shielding and clinically vulnerable children and adults.</b></p>	<p>be provided for all other pupils.</p> <ul style="list-style-type: none"> <li>Adults:&amp; Children:</li> <li>a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>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</li> <li>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</li> <li>pupils no longer required to shield but who generally remain under the care of a specialist health professional are likely to discuss their care with their health professional at their next planned clinical appointment - you can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people</li> <li>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will offer them access to remote education and monitor engagement with this activity.</li> </ul>	<p><b>Cheshire West and Chester Council Shielding for Schools Statement</b></p> <ul style="list-style-type: none"> <li>Clinically Extremely Vulnerable people are being asked to shield for the period of the 4 week national lockdown from 05 November to 02 December. At the end of the period the government will issue further guidance for this group.</li> </ul> <p><b>Who is extremely clinically vulnerable?</b></p> <ul style="list-style-type: none"> <li>More evidence has emerged that shows there is a very low risk of children becoming very unwell from COVID-19, even for children with existing health conditions. Most children originally identified as CEV no longer need to follow this advice. Parents are advised to contact their child's GP or specialist clinician to understand whether their child should still be classed as CEV. Adults and carers of children on the CEV list have been written to by Government during the first week of November, advising them to follow updated shielding guidance. The letter will ask people to register on a national website and advises them to contact their local Council if they need help with this process.</li> <li>Full guidance on the definitions of clinically extremely vulnerable can be found in Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</li> <li>Clinically extremely vulnerable adults attending work</li> <li>Advice for those attending work including those who work in a school is that people who are CEV are strongly advised to work from home. If they cannot work from home, they should not attend work for the lockdown period.</li> <li>There are a range of financial support options available to those who are CEV and who cannot work from home. The formal shielding notification will act as evidence for the employer or Department for Work and Pensions (DWP) that the staff member is advised to follow shielding guidance and should not work outside of their home for the period stated in the letter.</li> <li>If a member of staff requests to go against this</li> </ul>		M
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<p><b>Visitors</b></p>	<ul style="list-style-type: none"> <li>• Any visitors who are critical to health and safety (water testing) or teaching individual class bubbles should be able to enter the school building following handwashing and bubble guidance.</li> <li>• All non-essential maintenance should take place</li> </ul>	<p>In addition if school has any 'current positive cases of Covid and/or bubble closures, they will contact the visitor to inform them. The NHS track and trace QR for the App will be displayed in the entrance. If visitors do not have the app, their contact details will be put into the entry</p>		<p>L</p>

	<p>outside of the school working day.</p> <ul style="list-style-type: none"> <li>• Parents should only enter the school building in emergency situations e.g. illness or injury, and the children will be as near to the door as is possible. Any communication should be done via email, telephone or conference call.</li> <li>• From September, essential SEN and Health visits will be permitted. No more than 1 visit a day. The visitor should not have visited another school on the same day.</li> <li>• Prospective parents will be permitted, 2 at a time to visit at set times and prearranged <b>only after 3.30</b>. This will be subject to review, and no more than one visit a day will be permitted. Full contact details will be given to school for purposes of test and trace. This will enable Autumn 2021 cohort parents the valuable opportunity to visit. They should also follow handwashing guidance etc.</li> </ul>	<p><b>sign.</b></p>		
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