

# **Covid-19 Risk Assessment for Rowan School based on the Sheffield City Council Covid-19 Risk Assessment for School Settings**

**2<sup>nd</sup> March 2021**

**(during the wider opening of Schools on the 8<sup>th</sup> March 2021)**

**(last reviewed 2<sup>nd</sup> March 2021)**

The measures in this risk-assessment have been shared with the staff and parents/carers of Rowan school children and will be reviewed as often as required.

*Disclosure: All 'Existing control measures' and 'Additional control measure' described in this risk-assessment (whilst written in general terms such as 'You', 'Schools') are being adhered to by Rowan School, where applicable. Any additional school actions, measures and information are described in a more specific way (written in more specific terms such as 'At Rowan School').*

## **Version 12 - Schools COVID-19 Risk Assessment**

### **Introduction**

This guidance is intended to support schools, mainstream, special schools and alternative provision, during the wider opening of Schools on the 8<sup>th</sup> March 2021. It applies to primary, secondary (including sixth forms), and infant, junior, middle, upper, special schools and school-based nurseries. The guidance also covers expectations for children with special educational needs and disability (SEND), including those with education, health, and care plans, in mainstream schools.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/950510/School\\_national\\_restrictions\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

### **System of controls**

We know that the predominant new variant of coronavirus (COVID-19) is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants.

In this section where something is essential for public health reasons, as advised by Public Health England (PHE), we have said 'must'. Where there is a legal requirement, we have made that clear. This guidance does not create any new legal obligations.

This is the set of actions you must take. They are grouped into 'prevention' and 'response to any infection'.

If you follow the system of controls, you will effectively reduce risks in your setting and create an inherently safer environment.

These additional measures will be reviewed in partnership with health experts to decide whether evidence suggests that these measures can be eased ahead of the summer term.

## **Prevention**

### **You must always:**

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

### **In specific circumstances:**

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

## **Response to any infection**

### **You must always:**

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

You must implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level. This hierarchy of controls is set out in [annex A](#).

You must regularly review and update your risk assessments - treating them as 'living documents' - as the circumstances at your school and the public health advice changes. This is particularly relevant as you prepare to welcome back more pupils. This includes having active arrangements in place to monitor that the controls are:

- effective

- working as planned

You must notify your staff and their health and safety representatives of review outcomes

## **SECTION 1: PUBLIC HEALTH MANAGING POSITIVE CASES IN SCHOOLS**

## **SECTION 2: KEY PUBLIC HEALTH INFECTION CONTROL MESSAGES AND MITIGATION IN SCHOOLS**

## **SECTION 3: SCHOOL RISK ASSESSMENT**

### **SECTION 1: PUBLIC HEALTH MANAGING POSITIVE CASES IN Settings**

**This information could change at very short notice we will keep you up to date with any changes**

Settings must continue to provide the LA public health team with a single point of contact. Should the public health team need to contact schools out of hours to begin contact tracing activity failure to do this will result in delay to the isolation of contacts and risk further transmission. If you need to talk with the Local Authority Public Health team **please call: 0114 273 5334** (Available 8a.m. – 4.45p.m. Monday to Friday.).

You can also reach us via our Email address: **PublicHealthC&YP@sheffield.gov.uk**

This email address is monitored regularly (7 days per week). Over the weekends the 'inbox' is checked a minimum of twice a day.

**Name of School/Setting: Rowan School**

**Dated risk assessment completed: 02.03.2021**

**Dated the risk assessment was shared with all staff: 03.03.2021**

## Prevention

| Potential Hazard  | Risk                      | Who might be harmed | Existing control measures  | Additional control measure  |
|---|---------------------------|---------------------|--|---|
| Manage confirmed cases of coronavirus (COVID-19) amongst the school community | Transmission of the virus | Staff & pupils      | <ul style="list-style-type: none"> <li>Schools should report positive cases through to the DfE helpline: DfE helpline for COVID-19: 0800 046 8687 (option 1 for cases): Available Monday- Friday 8 a.m. to 6 p.m. Saturday and Sunday from 10 a.m. – 4 p.m.</li> <li>Sheffield LA Public Health Team COVID – 19 STORM phone line is available for early years settings, Schools, FE and Universities – 0114 2735334 (available Monday-Friday 8 a.m. – 4.45p.m.)</li> <li>For all COVID-19 related queries please email: <a href="mailto:PublicHealthC&amp;YP@sheffield.gov.uk">PublicHealthC&amp;YP@sheffield.gov.uk</a> (monitored 7 days a week)</li> <li>Special schools with 2 of more cases can contact the local PHE health protection team and follow the COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber</li> <li>There may be occasion where the LA Public Health Team or PHE need to contact you out of hours therefore it is essential that Schools provide a single point of contact to the Local Authority Public Health Team to enable a rapid response both for weekends and school holidays</li> </ul> <p>Where individuals are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.</p> | <p>See: <b>COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber.</b></p> <p><b>See attached COVID-19 Resource Pack for Early Years and School Settings</b></p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <p>When you call for advice, please have the following information to hand relating to the positive coronavirus (COVID-19) case in your setting as you will need to discuss this with the call adviser:</p> <ul style="list-style-type: none"> <li>the number of positive cases in your setting, whether the person who tested positive is displaying symptoms and if so, the date of the onset of the symptoms (if known)</li> <li>the dates that the person who tested positive was in attendance at the setting so that we can identify if the person was infectious whilst on site</li> <li>for key stage 2, 3, 4 and 5, the seating plan for all lessons, and (where relevant) the timetable, for the person who has tested positive. This will help to support identification of close contacts with that person</li> <li>for key stage 2, 3, 4 and 5, if the person who has tested positive is a member of staff, records of any instance of close contact with other members of staff or students</li> </ul> |

|  |  |   |  |
|--|--|---|--|
|  |  | <p>A template letter will be provided to you, on the advice of the Public Health team, to send to parents and staff if needed. You must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate.</p> <p>If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their school immediately, and</li> </ul> <p>should restart their ten day isolation starting from the date of onset of their symptoms. Their household should self-isolate for ten full days starting from when the symptomatic person in their household first had symptoms.</p> <p>You should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> | <ul style="list-style-type: none"> <li>• if the person who has tested positive is a pupil, records of any definite face to face contact with the individual and details of their friendship group within the setting</li> </ul> <p>You should continue to inform the local authority of a positive case in your setting.</p> <p><b>Definition of a contact taken from the Government Guidance February 2021</b></p> <p>Close contact means:</p> <ul style="list-style-type: none"> <li>• anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)</li> <li>• anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ul style="list-style-type: none"> <li>○ face-to-face contact including being coughed on or having a face-to face conversation within 1 metre</li> <li>○ been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>○ sexual contacts</li> <li>○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> <li>○ travelled in the same vehicle or a plane</li> </ul> </li> </ul> <p>The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, we recommend you keep a record of pupils and staff in each group, and any close contact that takes places between pupils and staff in different groups</p> |
|--|--|---|--|

|   |                           |  |  |   |
|---|---------------------------|--|--|---|
| Reporting actual or suspected cases of coronavirus (COVID-19) through the education setting status form |                           |  | From 11 January, DfE asked you to resume completing an educational setting status form. The form will be amended to reflect wider opening. The data you supply helps the government monitor the impact of coronavirus (COVID-19) on schools.   | See guidance on how to submit the educational settings status form for more information.<br><a href="https://www.gov.uk/guidance/how-to-complete-the-educational-setting-status-form">https://www.gov.uk/guidance/how-to-complete-the-educational-setting-status-form</a>   |
| Test and Trace Support Payments   |                           |  | <p>Some school staff may be eligible for a one-off Test and Trace Support Payment of £500.</p> <p>This is payable in one lump sum from the local authority.</p> <p>To be eligible for a Test and Trace Support Payment, you must:</p> <ul style="list-style-type: none"> <li>• be on a low income</li> <li>• be unable to work from home</li> <li>• be at risk of losing income as a result of self-isolating</li> <li>• be living in England</li> <li>• meet the eligibility criteria</li> <li>• have been formally advised to self-isolate by NHS Test and Trace, who will provide you with an NHS Test and Trace Account ID</li> </ul> <p>The Department for Health and Social Care has launched the Self-Isolation Service Hub (020 3743 6715). The phone line is open 7 days a week, 8am to 8pm, allowing a school to provide contact details of those individuals who have been asked to self isolate and are likely to be eligible for the Test and Trace Support Payment or discretionary payment.</p> | <p>Further information on the eligibility criteria can be found on the website below</p> <p><a href="https://www.gov.uk/government/publications/test-and-trace-support-payment-scheme-claiming-financial-support/claiming-financial-support-under-the-test-and-trace-support-payment-scheme">https://www.gov.uk/government/publications/test-and-trace-support-payment-scheme-claiming-financial-support/claiming-financial-support-under-the-test-and-trace-support-payment-scheme</a></p> |
| COVID-19 Situation Report   | Transmission of the virus |  | In order to monitor Positive cases of COVID-19 settings are requested to provide a daily Situation Report to Sheffield Local Authority. This will enable case, cluster and outbreak monitoring as well as to   |   |

|   |  |  |   |  |
|---|--|--|---|--|
|   |  |  | <p>provide bespoke support to individual settings from the LA Public Health Team where appropriate. The Situation Report will be adapted to request schools to confirm if a positive case has been identified via either PCR or LFD testing. In the absence of this please continue to report daily as you have been doing.</p> <p>Each setting is required to identify 2 lead names and provide contact details for these individuals. They will be contacted if management of COVID-19 cases and outbreaks is required.</p>   |  |
| Contain any outbreak by following local health protection team advice |  |  | <ul style="list-style-type: none"> <li>• If schools have two or more confirmed cases within 10 days or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their LA Public Health Team or local PHE health protection team who will be able to advise if additional action is required.</li> <li>• In some cases, the LA PH Team and PHE local health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group.</li> <li>• If schools are implementing control measures, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</li> </ul> |  |
| Admitting children and staff back to the school                       |  |  | <p>The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and they feel well, their symptoms have gone or if they continue to have only a residual cough or anosmia. This is</p>   |  |





|   |                                  |                           |  |   |
|---|----------------------------------|---------------------------|--|---|
|   |                                  |                           | <p>because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</p> <p>You should not request evidence of negative test results or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation.</p> <p>In the vast majority of cases, parents and carers will be in agreement that a pupil with symptoms should not attend the school, given the potential risk to others. In the event that a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19). Your decision would need to be carefully considered in the light of all the circumstances and current public health advice.</p> |   |
| <p>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, <b>do not attend school</b></p> | <p>Transmission of the virus</p> | <p>Staff &amp; pupils</p> | <p><b>When an individual develops coronavirus (COVID-19) symptoms or has a positive test Pupils, staff and other adults must not come into the school if:</b></p> <ul style="list-style-type: none"> <li>• they have one or more coronavirus (COVID-19) symptoms</li> <li>• a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms</li> <li>• they are required to quarantine having recently visited countries outside the Common Travel Area</li> <li>• they have had a positive test</li> </ul>   | <p><b>When an individual has had close contact with someone with coronavirus (COVID-19) symptoms</b></p> <p>Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> <li>• the symptomatic person subsequently tests positive</li> <li>• they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)</li> <li>• they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)</li> <li>• they have tested positive from an LFD test as part of a community or worker programme</li> </ul> |

|  |  |  |   |
|--|--|--|---|
|  |  | <p>They must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> <li>the start of their symptoms</li> <li>the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test)</li> </ul> <p>You must follow this process and ensure everyone onsite or visiting is aware of it.</p> <p>Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on NHS Test and Trace: how it works.</p> <p>If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:</p> <ul style="list-style-type: none"> <li>must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days</li> <li>advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection</li> <li>advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19)</li> </ul> <p>Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms,</p> | <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</p> <p>The area around the person with symptoms must be cleaned after they have left, to reduce the risk of passing the infection on to other people.</p> <p>If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so. See the guidance on the cleaning of non-healthcare settings <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></p> <p><b>Public Health England (PHE) has good evidence that routinely taking the temperature of pupils is <u>not</u> recommended as this is an unreliable method for identifying coronavirus (COVID-19).</b></p> |
|--|--|--|---|

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test.</p> <p>If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms.</p> <p>In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household.</p> <p>In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.</p> <p>If a pupil is awaiting collection:</p> <ul style="list-style-type: none"> <li>• they should be moved, if possible, to a room where they can be isolated behind a closed door (nurture room), depending on the age and needs of the pupil, with appropriate adult supervision if required</li> <li>• a window should be opened for fresh air ventilation if it is safe to do so</li> </ul> |  |
|--|--|--|---|--|

|   |                           |                |   |  |
|---|---------------------------|----------------|---|--|
|   |                           |                | <ul style="list-style-type: none"> <li>• if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people</li> <li>• if they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible (disabled toilet)- the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else</li> <li>• personal protective equipment (PPE) <b>must</b> be worn by staff caring for the pupil 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)</li> </ul> <p>In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to.</p> <p>If a pupil in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their home.</p> <p>The individual should not use public transport if they are symptomatic. If arranging their return to their family home to isolate.</p> |  |
| Minimise contact between individuals and maintain social distancing wherever possible | Transmission of the virus | Staff & pupils | <p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and you must consider how to implement this. You must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p>  | <p>At Rowan School, small class groups will be a key measure in our system of controls. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p> <p>See information on protective bubbles in Primary Schools</p> |

|                              |  |  |  |   |
|------------------------------|--|--|--|---|
| <p>How to group children</p> |  |  | <p>The overarching principle to apply is reducing the number of contacts between children and staff.</p> <p>This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining social distancing between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>• pupil’s ability to distance</li> <li>• layout of the building</li> <li>• feasibility of keeping distinct groups separate while offering a broad curriculum</li> </ul> <p>We know that Rowan children, who have Special Educational Needs and Disabilities, cannot be expected to remain 2 metres apart from each other and staff. Social distancing cannot be adhered to by children who attend Rowan School due to children’s low levels of understanding and social &amp; communication skills being at very early stages of development. Additionally, due to complex Sensory Processing Difficulties children often require close contact with supporting adults in order to regulate themselves. For example, some children require close physical contact to rock. This may also be the case when a child is distressed and requires adult support to apply deep pressure in the way of a tight hug/massage, for example.</p> <p><b>How to group children</b></p> <p>In deciding how to group children at Rowan School, this must be taken into account:</p> <ul style="list-style-type: none"> <li>• At Rowan school, we are able to implement smaller groups the size of a full class.</li> <li>• Rowan School has assessed their circumstances and class-sized groups are compatible with offering a full range of provision. Class sizes at Rowan School have a maximum</li> </ul> | <div data-bbox="1518 38 1568 103"></div> <div data-bbox="1442 108 1646 156"> <p>Establishing<br/>Protective Social Bubl</p> </div> <p>Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils’ educational and care support should be provided as normal.</p> <p>Where appropriate, educate pupils on the risks of covid-19 and deliver information in different formats to support pupil’s understanding and learning styles. Ensure government advice is explained to children, where appropriate. Social Stories produced to use with children both at school and at home. For children who can understand, they should also be supported to maintain distance and not touch staff and their peers where possible.</p> <p>Parents are encouraged to reinforce social distancing rules at home</p> <p>Information sent to parents on what provision will look like in school will include reminder:</p> <ul style="list-style-type: none"> <li>• types of clothes they send their child to school in e.g. elasticated waste trousers, skirts, Velcro shoes / trainers, any clothing that reduces the length of time necessary for an adult to support the child</li> </ul> <p>Following that, staff in classes will remind parents if necessary</p> <p>See guidance regarding gifts</p> <div data-bbox="1518 1193 1568 1259"></div> <div data-bbox="1442 1264 1646 1311"> <p>Schools celebrations<br/>and presents.pdf</p> </div> |
|------------------------------|--|--|--|---|

|  |  |  |   |   |
|--|--|--|---|---|
|  |  |  | <p>of 11 children in a group. Two exceptions are Elm and Elder classes who will work together to operate as a bubble (total 12 pupils) and MP and Beech classes (total 17 pupils). Through careful timetabling of shared spaces, clubs and intervention staff, the school is able to manage the practical logistics within and around school.</p> <p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible.</p> <p>At Rowan School:</p> <ul style="list-style-type: none"> <li>Consistent class groups and distinct bubbles have been established, in order to reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in school since Summer 2020, in recognition that children, and especially children with complex needs, cannot socially distance from staff or from each other and this provides an additional protective measure.</li> </ul> <p>When using larger groups, the other measures from the system of controls become even more important to minimise:</p> <ul style="list-style-type: none"> <li>transmission risks</li> <li>the numbers of pupils and staff who need to self-isolate</li> </ul> <p>Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p> | <p>Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil.</p> <p>Pupils should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice.</p> |
|--|--|--|---|---|

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>Using small groups can:</p> <ul style="list-style-type: none"> <li>• restrict the normal operation of education</li> <li>• present educational and logistical challenges</li> </ul> <p>You will need to consider:</p> <ul style="list-style-type: none"> <li>• the cleaning and use of shared spaces, such as: <ul style="list-style-type: none"> <li>○ playgrounds</li> <li>○ boarding houses</li> <li>○ dining halls and toilets</li> </ul> </li> <li>• the provision of specialist teaching and therapies</li> </ul> <p>Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.</p> <ul style="list-style-type: none"> <li>• Whatever the size of the group, they should be kept apart from other groups where possible.</li> <li>• Encourage pupils to keep their distance within groups.</li> <li>• Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> </ul> <p>Both the approaches of separating groups and maintaining distance are not 'all or nothing' options and will still bring benefits, even if partially implemented.</p> <p>You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:</p> |  |
|--|--|--|--|--|

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>• specialist teaching</li> <li>• wraparound care</li> <li>• transport</li> <li>• boarding pupils who may be in one group residentially and another during the school day</li> </ul> <p>Siblings may also be in different groups.</p> <ul style="list-style-type: none"> <li>• It is strongly advised that teachers and other staff do not operate across different classes, groups / bubbles.</li> </ul> <p><b>At Rowan School further adjustments to staff timetables, including PPA and Pupil Well-Being Team (specialist interventions team), have ensured that all pre-planned opportunities have been maximised so that staff are operating across different groups/bubbles only when absolutely necessary. It is not possible for a school setting (Rowan School) to open fully or operate on a daily basis (whilst in addition providing a full curriculum offer and meeting all SEND needs) without a number of staff operating across different bubbles. New timetables will operate from 8<sup>th</sup> March – 1<sup>st</sup> April 2021.</b></p> <ul style="list-style-type: none"> <li>• Staff are strongly advised to maintain 2 metre social distancing from each other and from children where possible (depending upon age of child or if child has complex needs).</li> <li>• Where it is absolutely necessary for staff to move across different classes and year groups to facilitate the delivery of the timetable they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. <b>It is recognised this is not likely to be possible with children with complex needs and staff in primary specialist schools can still work across groups if that is</b></li> </ul> |  |
|--|--|--|---|--|



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>needed to enable a full educational offer and SEND needs are met. Rowan School will nevertheless minimise the number of interactions or changes wherever possible.</p> <p><b>Measures within the classroom</b></p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission</p> <ul style="list-style-type: none"> <li>• At Rowan, where staff and children cannot maintain distancing, particularly with children with complex needs in a specialist setting, the risk will be reduced by keeping pupils in the smaller, class-sized groups / bubbles</li> <li>• Rowan School will make small adaptations to the classroom to support distancing where possible. This will include seating pupils' side by side and facing forwards (tables set in horseshoe for example), rather than face to face, and might include moving unnecessary furniture out of classrooms to make more space.</li> </ul> <p><b>Measures elsewhere</b></p> <p>When timetabling, groups should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits. Consider staggered break times and lunch times. Make sure you allow time for cleaning surfaces in the dining hall between groups.</p> <p>You should also plan how shared staff spaces are set up and used to help staff to distance from each other.</p> <p>At Rowan School:</p> |  |
|--|--|--|--|--|

|                    |  |  |  |  |
|--------------------|--|--|--|--|
|                    |  |  | <ul style="list-style-type: none"> <li>• Movement around the school site will be kept to a minimum through careful timetabling of shared learning spaces (to only a.m. and p.m. slots). Whilst passing briefly in the corridor or playground is low risk, the school will avoid creating busy corridors, entrances and exits.</li> <li>• At lunchtime all children will eat in their own classes to minimise movement around school and ensure class groups do not mix indoors.</li> <li>• The school will set staggered arrival / departure times as well as staggered break times and a partway through the day clean of shared spaces (between groups) and high contact surfaces will be in place. This includes staff rooms, reprographics room and staff toilets.</li> <li>• Two additional spaces have been re-purposed as staff room spaces, so there will be 3 staff rooms for staff to have a break during the day. Each staff team will be allocated a staffroom space for their break to reduce the number of staff using these spaces during their breaks. The normal school timetable also ensure staff breaks will be staggered, further reducing the number of staff accessing each of the staffrooms for their break.</li> </ul> |  |
| How to group staff |  |  | <p><b>How to group Staff</b></p> <ul style="list-style-type: none"> <li>• It is strongly advised that teachers and other staff do not operate across different classes, groups / bubbles.</li> </ul> <p><b>At Rowan School further adjustments to staff timetables, including PPA and Pupil Well-Being Team (specialist interventions team), have ensured that all pre-planned opportunities have been maximised so that staff are operating across different groups/bubbles only when absolutely necessary. It is not possible for a school setting (Rowan School) to open fully or</b></p>   |  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>operate on a daily basis (whilst in addition providing a full curriculum offer) without a number of staff operating across different bubbles. New timetables will operate from 8<sup>th</sup> March 2021 – 1<sup>st</sup> April 2021.</p> <ul style="list-style-type: none"> <li>• Staff are strongly advised to maintain 2 metre social distancing from each other and from children where possible (depending upon age of child or if child has complex needs).</li> <li>• Where it is absolutely necessary for staff to move across different classes and year groups to facilitate the delivery of the timetable they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. It is recognised this is not likely to be possible with children with complex needs and staff in primary specialist schools can still work across groups if that is needed to enable a full educational offer and meet SEND needs. Rowan School will nevertheless try to minimise the number of interactions or changes wherever possible.</li> <li>• Try to minimise the number of interactions or changes wherever possible.</li> <li>• Staff must avoid close face to face contact with other staff members and minimise time spent within 1 metre of anyone.</li> <li>• If staff share the same office space with other staff members, they must maintain social distancing at all times</li> <li>• If one or more staff operate in the same bubble, they must maintain social distancing at all times when working together in the classroom, PPA time, break time, lunchtimes etc</li> <li>• When staff cannot maintain distancing, particularly with younger children in primary schools, groups should be kept small</li> </ul> |  |
|--|--|--|--|--|

|                                  |                           |                |   |  |
|----------------------------------|---------------------------|----------------|---|--|
|                                  |                           |                | <ul style="list-style-type: none"> <li>When staff are using the staff rooms at break and lunchtimes - social distancing must be always maintained</li> </ul>  |  |
| Use of face coverings in Schools | Transmission of the virus | Staff & pupils | <p><b><u>Primary schools</u></b></p> <p>It is <b>strongly recommended</b> that face coverings should be worn by staff and adult visitors:</p> <ul style="list-style-type: none"> <li>in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).</li> <li>Children in primary school do not need to wear a face covering.</li> </ul> <p>We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. As with all measures, we will keep it under review and update guidance at that point.</p> <p>At Rowan School, staff will wear face coverings at all times in communal areas (except when eating or drinking in the staffroom) and this includes when walking in corridors, toilets, office, staffrooms. Due to SEND pupil cohort, this apply to all instances apart from when working with children.</p> <p>Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).</p> <p>Those who rely on visual signals for communication, or communicate with or provide</p> | <p><b>Access to face coverings</b></p> <p>Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. PHE has also published guidance on how to make a simple face covering.</p> <p>You should have a small contingency supply available for people who:</p> <ul style="list-style-type: none"> <li>are struggling to access a face covering</li> <li>are unable to use their face covering as it has become damp, soiled or unsafe</li> <li>have forgotten their face covering</li> </ul> <p>No pupil should be denied education on the grounds that they are not wearing a face covering.</p> <p><b>Safe wearing and removal of face coverings</b></p> <p><b><u><a href="https://www.gov.uk/government/guidance/face-coverings-when-to-wear-one-exemptions-and-how-to-make-your-own">Face coverings: when to wear one, exemptions, and how to make your own - GOV.UK (www.gov.uk)</a></u></b></p> <p>You should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.</p> <p>Safe wearing of face coverings requires the:</p> |

|  |  |   |   |
|--|--|---|---|
|  |  | <p>support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.</p> <p>Face visors or shields <b>should not</b> be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p><b>Exemptions</b></p> <p>Some individuals are exempt from wearing <a href="#">face coverings</a>. This applies to those who:</p> <ul style="list-style-type: none"> <li>cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties</li> <li>speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul> | <ul style="list-style-type: none"> <li>Cleaning of hands before and after touching – including to remove or put them on</li> <li>safe storage of them in individual, sealable plastic bags between use</li> </ul> <p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p> <p>You must instruct pupils to:</p> <ul style="list-style-type: none"> <li>not touch the front of their face covering during use or when removing it</li> <li>dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin)</li> <li>place reusable face coverings in a plastic bag they can take home with them</li> <li>wash their hands again before heading to their classroom</li> </ul> <p>Separate guidance is available on:</p> <ul style="list-style-type: none"> <li>preventing and controlling infection, including the use of PPE, in education, childcare and children’s social care settings<br/> <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></li> </ul> <div data-bbox="1503 1112 1554 1173" data-label="Image"> </div> <p>How to use fabric face coverings.pdf</p> <div data-bbox="1503 1244 1554 1305" data-label="Image"> </div> <p>clothing-masks-infogr<br/>aphic---(web)-logo-wi</p> |
|--|--|---|---|

|   |                           |                |   |  |
|---|---------------------------|----------------|---|--|
| Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary | Transmission of the virus | Staff & pupils | <p>Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</p> <p>Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:</p> <ul style="list-style-type: none"> <li>• a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained</li> <li>• performing aerosol generating procedures (AGPs)</li> <li>• When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.</li> <li>• Where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>• Where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> <li>• Please see below separate section on first aid</li> <li>• Please see below separate section on administration of medicines</li> </ul> | <p>Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth.</p> <p>Refer to guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p><a href="#">Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</a></p> <div data-bbox="1512 767 1574 831" data-label="Image"> </div> <p>First Aid<br/>Administration of Med</p> |
| Promote and engage in asymptomatic testing, where available                                 |                           |                | <p>Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings:</p> <ul style="list-style-type: none"> <li>• Primary schools, school-based nurseries and maintained nursery schools</li> <li>• Secondary schools and colleges</li> <li>• Specialist settings</li> </ul>  | <p>Primary</p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools">https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</a></p>  |

|                  |  |  |  |   |
|------------------|--|--|--|---|
|                  |  |  |  | <p>Specialist Settings</p> <p><a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/mass-asymptomatic-testing-in-specialist-settings">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/mass-asymptomatic-testing-in-specialist-settings</a></p>   |
| NHS COVID 19 App |  |  |  | <p><b>NHS COVID-19 app</b></p> <p>The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate. This will mean that some students in year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features.</p> <p>Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England.</p> <p>Full guidance on the use of the NHS Covid app in school is below:</p> <p><a href="https://www.gov.uk/government/publications/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges">https://www.gov.uk/government/publications/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges</a></p> <p>Information on NHS Test and Trace and NHS COVID-19 App, shared with Rowan Staff on 5<sup>th</sup> February 2021 (directly from Public Health England and Sheffield LA briefing in November 2020):</p> <ul style="list-style-type: none"> <li>• <i>'The App is advisory and there are no enforcement powers that follow as a result of being notified to isolate via the App. However if you are contacted directly via telephone via the NHS Test and Trace Service there is then a legal requirement to self</i></li> </ul> |



|                      |  |  |  |  |
|----------------------|--|--|--|--|
|                      |  |  |  | <p><i>isolate and you could receive a fine if you do not comply to this request.'</i></p> <ul style="list-style-type: none"> <li>• If you receive a phone call from NHS Test and Trace: <i>'NHS Test and Trace contact tracers will only be in touch with people who have tested positive to understand their close contacts. Any contacts identified as part of those discussions will be contacted and legally required to self-isolate.'</i></li> <li>• If you receive a notification from your NHS COVID-19 App: <i>'The App does not provide precise information on specifically where or with whom the contact occurred, nor for how long. All the App can do therefore is alert you as to whether a contact has occurred. It does not constitute a formal requirement to self-isolate.'</i></li> <li>• Advice for school settings: <i>'If you have a workplace situation where you believe the NHS COVID-19 app has alerted staff inappropriately, we recommend that you do a risk assessment on whether the contact notification is likely to relate to the workplace contact. If you are satisfied that there has not been close contact as per the Test &amp; Trace guidance in ANY setting (not just the workplace i.e. social contact, car sharing, or contact with other positive people who are not fellow workers), then the staff can ignore the alerts from the NHS COVID-19 app. Even so they should be vigilant for the symptoms of COVID-19 and immediately self-isolate and get a test if they develop any.'</i></li> </ul> |
| Asymptomatic Testing |  |  | <p><b>Coronavirus (COVID-19) asymptomatic testing in schools</b></p> <p>Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.</p> <p>Individuals with a positive LFD test result will need to self-isolate in line with the guidance for households with possible coronavirus infection.</p> | <p>Attached are the new Standard Operating Procedures for Asymptomatic Testing for the School Education Workforce (Primary &amp; Secondary) and for testing for Secondary and FE settings.</p> <p>Links for the Google platforms are provided:</p> <p><a href="https://drive.google.com/drive/folders/1jYv0MjFyllbzgPn_1S10OuRqfrj_b5_P">https://drive.google.com/drive/folders/1jYv0MjFyllbzgPn_1S10OuRqfrj_b5_P</a></p>  |



|  |  |  |   |   |
|--|--|--|---|---|
|  |  |  | <p>Those with a negative LFD test result can continue to attend school unless they have individually been advised otherwise by NHS Test and Trace or Public Health professionals (for example as a close contact). They should continue to apply the measures in the system of controls to themselves and the wider school setting.</p> <p>A negative LFD test result does not remove the risk of transmission. In some cases, someone who has tested negative may still have the undetected disease and be infectious. It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures regardless of whether they have been tested.</p> <p>This testing programme does not replace the current testing programme for those with symptoms. Anyone who is showing symptoms of coronavirus (COVID-19) will be required to self-isolate until the result from a lab-based polymerase chain reaction (PCR) test is known</p> <p><b>Primary Schools</b></p> <p>Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.</p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools">https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</a></p> <p>Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices.</p> | <p><a href="#">Primary Schools Document Sharing Platform - Google Drive</a></p> <p><b>As of Monday 1<sup>st</sup> March 2021 please note:</b></p> <ul style="list-style-type: none"> <li>- Within primary settings where the workforce are undertaking testing at home a confirmatory PCR is required following a positive LFD result.</li> <li>- Asymptomatic testing should not be taken if someone has symptoms. Anyone with symptoms should access/book a PCR test.</li> </ul> <p><b>Testing for someone with a recent Covid-19 diagnosis:</b></p> <p>If staff/student have recently (within 90 days) tested positive for COVID-19, they are likely to have developed some immunity. These people are exempt from testing by both PCR and LFD within 90 days of a positive test, unless they develop new symptoms.</p> <p>Individuals who have previously been positive are still required to self-isolate if identified as a close contact of a positive case, even if this is within the 90-day window.</p> <p>At Rowan School, from 8<sup>th</sup> March to 1<sup>st</sup> April, regular visitors to school (e.g. sports coaches, music peripatetic teacher) will engage with the LDF Testing Programme for Staff in Primary Schools and the school will provide Test Kits. Supply staff will also engage with LDF Testing and will be offered a test on arrival at school.</p> |
|--|--|--|---|---|

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab.</p> <p>The primary school staff testing programme has commenced at Rowan school 1<sup>st</sup> February 2021. Please read this information in conjunction with LDF – Testing for Staff Rowan Risk-Assessment.</p> <p>Documents provided that explain the rationale, background and support staff carry out the testing:</p> <ol style="list-style-type: none"> <li>1. Staff Letter Rowan School</li> <li>2. Privacy Notice - staff in primary and nursery settings</li> <li>3. Poster for Staff</li> <li>4. How to self-test video</li> <li>5. How to do a rapid COVID19 self-test</li> <li>6. COVID-19 Self-Test instruction for use Guide (you will also be given this in printed format with the Test kit)</li> </ol> <ul style="list-style-type: none"> <li>• Staff take their test kits home and carry out the test twice a week on Mondays and Thursdays before work.</li> <li>• Every time staff take a LFD test and get a result, staff must: <ul style="list-style-type: none"> <li>○ log the test result online at <a href="https://www.gov.uk/report-covid19-result">https://www.gov.uk/report-covid19-result</a></li> <li>○ separately, log the test result with school via google form</li> <li>○ Staff with a negative LFD test result can continue to attend school and follow protective measures.</li> </ul> </li> </ul> <p>Staff with a positive LFD test result will need to self-isolate in line with the stay-at-home guidance. Staff need to inform the school office (0114 2350479), HT and/or DHT, straight away as they normally would. Staff will also need to arrange a polymerase chain reaction (PCR) test to confirm the result. This means, if you get a positive result at home in around 30 minutes, you then need to book a test at a testing centre.</p> |  |
|--|--|--|--|--|



|  |  |  |   |  |
|--|--|--|---|--|
| <p>Engage with the NHS Test and Trace</p> <p>Polymerase Chain Reactions (PCR test)</p> |  |  | <p>All school staff and pupils can access The NHS Test and Trace testing system, used to test symptomatic people (using a 'polymerase chain reaction <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a> ').</p> <p>Polymerase Chain Reactions (PCR) tests for symptomatic testing</p> <p>Booking a polymerase chain reaction (PCR) test through 119 Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.</p> <p>Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) website or ordered by telephone via NHS 119 for those without access to the internet.</p> <p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit</p> <p>Parents should be prepared to</p> <ul style="list-style-type: none"> <li>Book a PCR test if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school.</li> </ul> | <p>Please follow links to guidance related to travel and returning from abroad:</p> <p><a href="https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive">https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive</a></p> <p>Please follow link to guidance related to Asymptomatic Testing in Schools and Colleges:</p> <p><a href="https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges">https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges</a></p> <p>Having a test at a testing site will deliver the fastest results for symptomatic cases. These PCR test kits are provided to be used in the exceptional circumstance that an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere. You will need to decide how to prioritise the distribution of your test kits.</p> <p>These kits can be given directly to:</p> <ul style="list-style-type: none"> <li>staff</li> <li>parents collecting a pupil who has developed symptoms at school</li> </ul> <p>These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they are well and no longer have symptoms of coronavirus (COVID-19).</p> <p>Further information on test kits for schools and further education providers is available.</p> <p>Ask parents and staff to inform you as soon as they get their results.</p> |
|--|--|--|---|--|

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>• provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19), or if they are required to do so having recently travelled from certain other countries.</li> </ul> <p>All schools were sent an initial supply of 10 PCR test kits before the start of the autumn term in 2020. You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 if the kits that you have ordered have not arrived.</p> |  |
|--|--|--|---|--|

## Section 2 – Key Public Health Infection Control Messages and Mitigation in Schools

| Potential Hazard                                  | Risk               | Who might be harmed | Existing control measures   | Additional control measure   |
|---|--------------------|---------------------|---|--|
| School pupils / staff returning from the lockdown | Virus transmission |                     | <p>From the 8<sup>th</sup> March you must:</p> <ul style="list-style-type: none"> <li>• Ensure all one-way systems, if appropriate, have been identified and signage is in place to direct all pupils / staff</li> <li>• Reinforce the message to all pupils / staff the importance of social distancing, good hand hygiene etc</li> <li>• Where staff have an individual risk assessment in place these should be reviewed</li> </ul>  |  |
| School Workforce                                  |                    |                     | <p><b>The expectation is that those staff not attending school who are still able to work should do so from home where possible.</b></p> <p>Some roles, such as some administrative roles, may be conducive to home working, and you should consider what is feasible and appropriate.</p> <p>All staff must follow the system of controls to minimise the risks of transmission. Following the system of controls will reduce the risks to all staff significantly.</p> <p>You must explain to staff the measures you are putting in place to reduce risks and should discuss any concerns individuals may have.</p> | <p><b>Employers' health and safety obligations</b></p> <p>Employers have a legal obligation to protect their employees, and others, including children, from harm.</p> <p>Employers should continue to assess and update health and safety risks in the usual way, especially in the light of any changing circumstances.</p> <p>Following the system of controls will help you:</p> <ul style="list-style-type: none"> <li>• mitigate the risks of coronavirus (COVID-19) to pupils and staff</li> <li>• meet your legal duties to protect employees and others from harm</li> </ul> <p><b>Equalities duties</b></p> <p>You must continue to meet your equalities duties. See the Equality Act 2010 advice for schools for more information</p> |

|  |  |  |   |   |
|--|--|--|---|---|
|  |  |  |   | <a href="https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools">https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools</a>   |
| Staff who are extremely clinically vulnerable / pregnant / staff who are at increased risk of covid-19 |  |  | <p><b>Staff who are extremely clinically vulnerable (CEV)</b></p> <p>The Department of Health and Social Care recently announced the addition of a third category to the definition of Clinically Extremely Vulnerable. The definition has been expanded to include a new group of adults who have been identified through the <a href="#">Covid-19 Population Risk Assessment</a> as potentially being at high risk of serious illness if they catch the virus.</p> <p>For any staff recently added to the CEV list, they should follow national CEV guidance including staying at home and having an individual risk assessment (see below). This is to ensure they are now following the same process as those staff already defined as CEV.</p> <p>The <a href="#">national lockdown guidance</a> applies to everyone in England, including the clinically extremely vulnerable. Any individuals identified as CEV through this risk assessment are advised to follow additional <a href="#">guidance for clinically extremely vulnerable</a> people, to help protect them from COVID-19. Anyone newly identified as part of this group will be written to and notified.</p> <p>CEV staff are advised <b>not to attend</b> the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required)</p> <p>You must talk to your staff about how they will be supported, including to work from home.</p> | <p>Adults with the following conditions are automatically deemed clinically extremely vulnerable:</p> <ul style="list-style-type: none"> <li>• solid organ transplant recipients</li> <li>• those with specific cancers: <ul style="list-style-type: none"> <li>• people with cancer who are undergoing active chemotherapy</li> <li>• people with lung cancer who are undergoing radical radiotherapy</li> <li>• people with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment</li> <li>• people having immunotherapy or other continuing antibody treatments for cancer</li> <li>• people having other targeted cancer treatments that can affect the immune system, such as protein kinase inhibitors or PARP inhibitors</li> <li>• people who have had bone marrow or stem cell transplants in the last 6 months or who are still taking immunosuppression drugs</li> </ul> </li> <li>• those with severe respiratory conditions including all cystic fibrosis, severe asthma and severe chronic obstructive pulmonary disease (COPD)</li> <li>• those with rare diseases that significantly increase the risk of infections (such as severe combined immunodeficiency (SCID), homozygous sickle cell disease)</li> <li>• those on immunosuppression therapies sufficient to significantly increase risk of infection</li> <li>• adults with Down's syndrome</li> <li>• adults on dialysis or with chronic kidney disease (stage 5)</li> </ul> |

|  |  |  |  |
|--|--|--|--|
|  |  | <p>You should continue to pay CEV staff on their usual terms.</p> <p>Those living with someone who is CEV can still attend work where homeworking is not possible, they must ensure they maintain good prevention practice in the workplace and home settings.</p> <p><b>Staff who are clinically vulnerable (CV)</b></p> <p>CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.</p> <p>Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home</p> <p>It is recommended that you review the individual risk assessments for staff who are CV</p> <p><br/>COVID-19 Individual Staff Risk Assessment</p> <p>Additional information on carrying out the assessment is below</p> <p><br/>COVID-19 individual risk assessment addit</p> <p><b>Pregnancy</b></p> <p>You will need to follow the specific guidance for pregnant employees because pregnant women are considered CV. In some cases, pregnant women</p> | <ul style="list-style-type: none"> <li>pregnant women with significant heart disease, congenital or acquired</li> <li>other people who have also been classed as clinically extremely vulnerable, based on clinical judgement and an assessment of their needs. GPs and hospital clinicians have been provided with guidance to support these decisions</li> </ul> <p><a href="https://www.gov.uk/guidance/shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</a></p> <p><b>COVID-19 &amp; Pregnancy</b></p> |
|--|--|--|--|



|  |  |   |  |
|--|--|---|--|
|  |  | <p>may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.</p> <p>Your pregnancy risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers.</p> <p>You must take appropriate sensible action to reduce, remove or control the risks.</p> <p>This means that your employer should remove or manage any risks. If this cannot be done, you should be offered suitable alternative work or working arrangements (including working from home) or be suspended on your normal pay.</p> <p>You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19).</p> <p>We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations</p> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b></p> <p>Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions should now have been included in</p> | <p>Guidance for Pregnant Workers</p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees">https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees</a></p> <p><b>Action for Schools to take:</b></p> <p>This means that an important key action for schools is for you to undertake an individual pregnancy risk assessment with your staff member, using the form below.</p> <div data-bbox="1498 525 1570 588" data-label="Image"> </div> <p>Pregnancy Risk Assessment.docx</p> <p>You will need to consider some pregnant women are at a higher risk of developing serious illness, including:</p> <ul style="list-style-type: none"> <li>• pregnant women from black, Asian and minority ethnic (BAME) backgrounds</li> <li>• women over the age of 35</li> <li>• women who are <a href="#">overweight or obese</a></li> <li>• women who have pre-existing medical problems, such as high blood pressure and <a href="#">diabetes</a></li> </ul> <p>Therefore, it is helpful to factor these issues in to any pregnancy risk assessment. If your member of staff feels comfortable with continuing to work in your setting and you are able to implement social distancing if the children in class are older etc., and none of the above risks apply then they can continue to be classroom based. The key recommendation is social distancing.</p> <p>Further information available at:</p> |
|--|--|---|--|



|  |  |  |   |   |
|--|--|--|---|---|
|  |  |  | <p>the CEV group and will be receiving a letter to confirm this.</p> <p>For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place.</p> <p>You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks.</p> <p>Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home.</p> | <p><a href="https://www.rcog.org.uk/en/guidelines-research-services/coronavirus-covid-19-pregnancy-and-womens-health/">https://www.rcog.org.uk/en/guidelines-research-services/coronavirus-covid-19-pregnancy-and-womens-health/</a></p> <p><a href="https://www.hse.gov.uk/coronavirus/working-safely/protect-people.htm">https://www.hse.gov.uk/coronavirus/working-safely/protect-people.htm</a></p> <p>It is recommended that schools link with their individual school HR providers to discuss directly issues relating to members of staff who are pregnant.</p> <p>There is further information available on who is at higher risk from coronavirus.<br/><a href="https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/">https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/</a></p> |
| Pupils who are extremely clinically vulnerable           |  |  | <p>The advice for pupils who have been confirmed as clinically extremely vulnerable is to <b>shield and stay at home as much as possible until further notice</b>. They are advised not to attend school while shielding advice applies nationally</p> <p>You should offer pastoral support to pupils who are shielding.</p>  | <p>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>  |
| Pupils & families feeling anxious about attending School |  |  | <p>It is likely that some pupils, parents, and households may be reluctant or anxious about attending school. This may include pupils who:</p> <ul style="list-style-type: none"> <li>• have themselves been shielding previously but have been advised they no longer need to shield</li> <li>• live in a household where someone is clinically vulnerable (CV) or CEV (including young carers)</li> <li>• are concerned about the possible increased risks from coronavirus (COVID19) such as</li> </ul>  |   |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  | <p>those who have certain conditions such as obesity and diabetes</p> <p>You must discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks.</p> <p>Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies</p>   |  |
| <p>Attendance</p> <p>Self-isolating &amp; Shielding</p> |  |  | <p><b>School attendance will be mandatory for all pupils from 8 March.</b></p> <p>The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> <li>• parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school, and they are of compulsory school age)</li> <li>• the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> </ul> <p>As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority.</p> <p><b>Self-isolation and shielding</b></p> <p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:</p> <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)</li> </ul> | <p><b>Recording attendance</b></p> <p>You should record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils.</p> <p>During the week commencing 8 March secondary school pupils will be offered asymptomatic testing on site.</p> <p><b>Schools should use code Y for secondary pupils not expected to be attending school for lessons during this week due to the asymptomatic testing programme.</b></p> <p><b>You should use code X if a child is self-isolating or quarantining because of coronavirus (COVID-19)</b> in accordance with relevant legislation or guidance published by PHE or the DHSC.</p> |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>You should offer pastoral support to pupils who are:</p> <ul style="list-style-type: none"> <li>• self-isolating</li> <li>• shielding</li> <li>• vulnerable</li> </ul> <p>Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</p> <p><b>Encouraging regular school attendance</b></p> <p>You should continue to communicate clearly and consistently the expectations around school attendance to families and any other professionals who work with the family where appropriate.</p> <p>You should also identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them. You may want to put particular emphasis on:</p> <ul style="list-style-type: none"> <li>• disadvantaged and vulnerable children and young people</li> <li>• pupils who were persistently absent prior to the pandemic</li> <li>• pupils who have not engaged with school regularly during the pandemic</li> </ul> <p><b>Vulnerable children</b></p> <p>Where pupils who are self-isolating are within our definition of vulnerable, it is important that you put systems in place to keep in contact with them.</p> <p>When a vulnerable pupil is required to self-isolate, you should:</p> |  |
|--|--|--|---|--|

|  |                           |                |  |  |
|--|---------------------------|----------------|--|--|
|  |                           |                | <ul style="list-style-type: none"> <li>• notify their social worker (if they have one)</li> <li>• agree with the social worker the best way to maintain contact and offer support</li> </ul> <p>You should have procedures in place to:</p> <ul style="list-style-type: none"> <li>• check if a vulnerable pupil is able to access remote education support</li> <li>• support them to access it (as far as possible)</li> <li>• regularly check if they are accessing remote education</li> </ul>   |  |
| Clean hands thoroughly more often than usual | Transmission of the virus | Staff & Pupils | <p><b>Ensure everyone is advised to clean their hands thoroughly and more often than usual</b></p> <p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> <li>• when they arrive at the school</li> <li>• when they return from breaks</li> <li>• when they change rooms</li> <li>• before and after eating</li> </ul> <p>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</p> <p>Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.</p> <p>Pupils who use saliva as a sensory stimulant or who struggle with ‘catch it, bin it, kill it’ may also need more opportunities to wash their hands.</p> <p>Continue to help pupils with complex needs to clean their hands properly.</p> | <p>Encourage staff and pupils to regularly wash their hands thoroughly with soap and water for at least 20 seconds <a href="https://www.who.int/gpsc/clean_hands_protection/en/">https://www.who.int/gpsc/clean_hands_protection/en/</a> Ensure approved cleaning products are available to clean hard surfaces regularly throughout the day.</p> <p>For the purpose of hand washing cold water and soap will destroy the COVID-19 virus. It is not essential to use warm water for hand washing. The key is soap and water. However schools risk assessments for non-COVID factors may deem it essential for a school to have hot water accessible on site at all times.</p> <p>Bins (where possible to have a lid on) that contain used tissues, paper towels etc. must be regularly emptied</p> |


|                         |  |  |   |   |
|-------------------------|--|--|---|---|
|                         |  |  | <p>Frequent and thorough hand cleaning should now be regular practice. You should consider:</p> <ul style="list-style-type: none"> <li>• whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly</li> <li>• if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them</li> </ul>  |   |
| Equipment and resources |  |  | <p><b>Equipment and resources</b> are integral to education in schools.</p> <p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</p> <p>Classroom based resources, such as books and games, can be used and shared within the group / bubble; these should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between groups / bubbles, such as sports, art and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p> <ul style="list-style-type: none"> <li>• clean it before it is moved between bubbles</li> <li>• allow them to be left unused for a period of 48 hours (72 hours for plastics)</li> </ul> <p>You will need to assess the ability to clean equipment used in the delivery of therapies, for</p> | <p>At normal room temperatures studies have found that the virus remains stable and detectable on paper and fabric for about 4 hours. UV light and temperatures of 20 degrees and over can weaken the virus so at normal room temperatures in normal light conditions the virus will naturally decay.</p> |

|  |  |  |  |
|--|--|--|--|
|  |  | <p>example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <ul style="list-style-type: none"> <li>• restricted to one user</li> <li>• left unused for a period of 48 hours (72 hours for plastics) between use by different individuals</li> </ul> <p>At Rowan school, resources that are shared between classes or bubbles, such as sports, attention autism, sensory resources, art and science equipment should be cleaned frequently and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Large equipment (e.g. Sensory circuits in the Hall and Studio) will be timetable for a.m. and p.m. slots and will be cleaned at lunchtime between class groups or bubbles by cleaning staff (as part of the school's cleaning contract). These shared learning spaces as well as large equipment will be thoroughly cleaned/wiped between groups. For smaller resources, such as attention autism, sensory resources, art and science equipment, bikes &amp; scooter handles, staff in each class group or bubble to clean before and after use to minimise risk.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</p> <p>Pupils should limit the amount of equipment they bring into school each day, to essentials such as:</p> <ul style="list-style-type: none"> <li>• lunch boxes</li> <li>• hats and coats</li> </ul> |  |
|--|--|--|--|

|                     |  |  |   |  |
|---------------------|--|--|---|--|
|                     |  |  | <ul style="list-style-type: none"> <li>• books</li> <li>• stationery</li> <li>• mobile phones.</li> </ul> <p>Bags are allowed.</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>   |  |
| Creative Play & Art |  |  | <p><b>Dressing up clothes:</b></p> <p>We continue to advise against the use of dressing up clothes. These involve sharing and children getting in and out of items of clothing, placing some over their heads etc.</p> <p><b>Playdough:</b></p> <p>Playdough will be used by children in a class group/bubble only and replaced each week (at a minimum) or immediately if there is a confirmed case of COVID 19.</p> <p><b>Soft furnishings/Rugs:</b></p> <p>Soft furnishings will be used by children in a class group/bubble only, replaced / washed once each half-term (at a minimum) or when soiled and immediately if there is a confirmed case of COVID 19.</p> <p><b>Indoor water / outdoor water play:</b></p> <p>Water will be used by children in a class group/bubble only and all resources</p> |  |

|   |                           |                |   |   |
|---|---------------------------|----------------|---|---|
|   |                           |                | <p>washed/replaced on a daily basis (at a minimum). Whilst the use of soapy water reduces Covid risk, when doing water play, where possible, children must be stood side by side not facing each other.</p> <p><b>Indoor sand:</b></p> <p>Sand is used by a class group only. Sand will be used by children in a class group/bubble only, replaced once each half-term (at a minimum) or when soiled and immediately if there is a confirmed case of COVID 19.</p> <p><b>Outside sandpits</b></p> <p>Sand has been removed from shared outdoor areas and not in use, such as the sensory garden.</p> <p><b>If a resource is compromised, (e.g. different bubble/class accidentally use it, it's washed (or replaced in the event of playdough) immediately and the children &amp; staff wash their hands.</b></p> |   |
| Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach | Transmission of the virus | Staff & Pupils | <p>The 'catch it, bin it, kill it' approach is very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.</p> <p>As with hand cleaning, Rowan children with complex needs will be helped to do this where possible, and where appropriate pupils will be helped to understand that this is now part of how school operates. <a href="#">The e-Bug coronavirus (COVID-19) website</a> contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example, those who spit uncontrollably or</p>  | <p>Walkie-talkies will not be shared where possible; each staff member should have their own walkie-talkie and keep it on their person. One walkie-talkie must be available in each classroom and cleaning after use if being shared by staff. Walkie-talkies to be regularly cleaned by staff with antibacterial spray / wipe.</p> |



|   |                           |                |   |   |
|---|---------------------------|----------------|---|---|
|   |                           |                | use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.  |   |
| Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents | Transmission of the virus | Staff & Pupils | <p><b><i>This section should be considered in conjunction with the school's chosen contractors for cleaning services - own risk-assessment.</i></b></p> <p>A cleaning schedule must be implemented throughout the site, ensuring that contact points, e.g. work surfaces, door handles, bannisters, window levers, taps etc. are all thoroughly cleaned and disinfected regularly.</p> <p>Schools should put in place and maintain an enhanced cleaning schedule. This should include:</p> <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms and shared areas that are used by different groups</li> <li>• frequently touched surfaces being cleaned more often than normal</li> <li>• Staffrooms are cleaned regularly including items such as: - kettles, toasters, microwaves, dishwashers etc.</li> <li>• Window sills, ledges and handles (where windows are being opened to allow ventilation)</li> <li>• toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet – most class groups/bubble at Rowan School have their own allocated toilets.</li> </ul> | <p><b><i>This section should be considered in conjunction with the school's chosen contractors for cleaning services - own risk-assessment.</i></b></p> <p>To meet the cleaning regimes and conform to government guidance on maintaining the standard required to reduce the risk of contamination – Rowan School has increased resources and employed an additional cleaning staff member that carries out cleaning regimes part-way through the day.</p> <p>For further information on cleaning visit the governments advice</p> <p><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></p> <p>Further information can be found in the Cleaning Guidance for Schools</p> <p><br/>Cleaning Guidance for Schools.docx</p> |
| Keep occupied spaces well ventilated  | Transmission of the virus | Staff & Pupils | <b>Ventilation and air conditioning during the coronavirus (COVID-19) pandemic</b>  | Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in  |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>"It is important not to completely close windows and doors when the area is occupied as this can result in very low levels of <i>ventilation</i>."</p> <p>Good ventilation, together with social distancing, keeping your workplace clean and frequent handwashing, can help reduce the risk of spreading coronavirus.</p> <p>When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>These can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>• <b>mechanical ventilation</b> systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply</li> <li>• <b>natural ventilation</b> – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</li> <li>• <b>natural ventilation</b> – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> | <p>small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.</p> <p>The law requires employers to ensure an adequate supply of fresh air in the workplace and this has not changed during the pandemic. Advice from the HSE</p> <p><a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a></p> <p>The advice from the HSE following their “spot checks” is that fire doors <b>should not</b> be propped open to aid ventilation. Should you have limited ventilation through open windows, doors can only be propped open when a door guard or mag lock is installed. A door guard holds the door back and releases the door when it hears the fire alarm. A mag lock holds the door back until the fire alarm is activated. The area would need to be adequately supervised to ensure no pupils can leave the premises unnoticed / unsupervised.</p> <p>Until Easter 2021, rooms without windows at Rowan School will not be used or usage will be kept to a minimum / crisis situation.</p> |
|--|--|--|---|--|

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>• opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing</li> <li>• rearranging furniture where possible to avoid direct draughts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces</p> |  |
|--|--|--|---|--|

## SECTION 3: SCHOOL RISK ASSESSMENT

### Getting to and from School

| Potential Hazard  | Risk                      | Who might be harmed                          | Existing control measures   | Additional control measure  |
|---|---------------------------|--|---|---|
| Dedicated school transport, including statutory provision | Transmission of the virus | Staff, pupils, Driver & Passenger Assistants | <p><i>Rowan pupils are transported by LA SEND Transport Services. This section should be considered in conjunction with SEND Transport Services own risk-assessment.</i></p> <p><b>Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).</b></p> <p>You must ensure that the following points are adhered to:</p> <ul style="list-style-type: none"> <li>• social distancing is maximised within vehicles</li> <li>• pupils either sit with their 'bubble' on school transport, or with the same constant group of children each day</li> <li>• pupils clean their hands before boarding transport and again on disembarking</li> <li>• additional cleaning of vehicles is put in place</li> <li>• organised queuing and boarding are put in place</li> <li>• fresh air (from outside the vehicle) through ventilation, is maximised, particularly through opening windows and ceiling vents</li> <li>• Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID19).</li> </ul> | <p><i>Rowan pupils are transported by LA SEND Transport Services. This section should be considered in conjunction with SEND Transport Services own risk-assessment.</i></p> <p>Pupils and staff may use public transport where necessary, but we encourage them to walk, cycle or scoot to and from school wherever it is possible and safe to do so.</p> <p>Where pupils and staff need to use public transport, they should follow the safer travel guidance for passengers.</p> <p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></p> <p>Pupils on dedicated school services do not mix with the general public on those journeys. This helps limit the number of other people with whom they come into contact.</p> |
| Wider Public Transport for staff and pupils               |                           |  | Public transport capacity continues to be constrained. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.  | Encourage parents, staff and pupils to walk or cycle to school where possible.  |

|                                    |                           |                |   |   |
|------------------------------------|---------------------------|----------------|---|---|
|                                    |                           |                | <p>If possible, consider staggered start times to enable more journeys to take place outside of peak hours.</p> <p>Where children, young people and staff need to use public transport, they should follow the safer travel guidance.<br/> <a href="https://www.gov.uk/guidance/coronaviruscovid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronaviruscovid-19-safer-travel-guidance-for-passengers</a></p>  |   |
| Pupils arriving and leaving school | Transmission of the virus | Staff & Pupils | <p><b>Pupils should not enter the School premises if they are displaying symptoms of covid-19</b></p> <p>Pupils should enter the School building via their designated route (at the beginning and end of the School day)</p> <p>At Rowan School staggered start and finish times have been introduced to reduce congestion and contact at all times:</p> <ul style="list-style-type: none"> <li>• Minibus loading and unloading system and process in place – minibuses will be unloaded one at a time), staff will greet each child, escort them to class and ensure they wash their hands immediately on arrival at their classroom (all classrooms have hand washing facilities)</li> <li>• In the afternoon the usual loading of minibuses is carried out by staff working in the child's class group. In the morning the same measure is in place, where staff from each class group will collect their children from the minibuses.</li> <li>• Manage external site access points to enable social distancing where possible</li> <li>• On arrival at school, pupils will wash their hands for at least 20 seconds with soap and warm water when entering their classrooms. They will also wash their hands at the end of the day before leaving school.</li> </ul> | <p>Pupils must be instructed not to touch the front of their face covering during use or when removing them.</p> <p><a href="#">Face coverings: when to wear one, exemptions, and how to make your own - GOV.UK (www.gov.uk)</a></p> <p>You should communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to:</p> <ul style="list-style-type: none"> <li>▪ gather at the gates</li> <li>▪ come onto the site without an appointment</li> </ul> |

|   |                                  |                           |  |  |
|---|----------------------------------|---------------------------|--|--|
| <p>Visitors / parents accessing the site dropping off / collecting pupils</p> | <p>Transmission of the virus</p> | <p>Pupils &amp; Staff</p> | <p><b>Parents / visitors / contractors should not enter the School premises if they are displaying symptoms of covid-19</b></p> <ul style="list-style-type: none"> <li>• Visitors / parents should only enter the School premises if their visit is essential and an appointment has been made</li> <li>• If parents require additional support e.g an interpreter – <b>it is strongly recommended that both parties wear face coverings</b> and maintain social distancing when arriving</li> <li>• Information on social distancing and hygiene must be explained to visitors/ parents on or before arrival</li> <li>• All meetings should take place at a safe distance – 2 metre social distancing and face coverings must be worn</li> <li>• A record all visitors and parents to be made of those who attend site for track and trace purposes</li> <li>• A clear demarcation sign is in place around the reception areas so that 2 metre social distancing where possible can be maintained</li> <li>• Reception's desk placed behind glass panel</li> <li>• Staggered start and finish times introduced to reduce congestion and contact at all times (9.15am-3.10pm; 9.25am-3.20pm)</li> <li>• Electronic barcode staff sign in/sign out system in place</li> <li>• Allow plenty of space (where possible two metres) between people waiting to enter site</li> <li>• A minimum of twice daily clean and disinfect common contact surfaces in reception, office, access control and delivery areas e.g. screens, telephone handsets, desks, particularly during peak flow times</li> <li>• Where visitors are expected to sign in at reception – ensure this is carried out by office staff and pens have been removed from the reception area</li> </ul> | <ul style="list-style-type: none"> <li>• School to inform all staff and parents – not to enter the School premises if they are exhibiting symptoms of covid-19</li> <li>• Signage is displayed in the main entrance reinforcing the message to not enter the School if they are symptomatic</li> <li>• Parents will be advised to wait outside when dropping off/picking up children (only a small number of children are transported to/from school by their parents)</li> <li>• Minibus loading and unloading system and process in place – minibuses will be unloaded one at a time), staff will greet each child, escort them to class and ensure they wash their hands immediately on arrival at their classroom (all classroom have hand washing facilities)</li> <li>• Systems are in place to monitor how many people are on site at any one time</li> <li>• Systems in place to deal with those arriving at school who are not supposed to be there</li> <li>• A record is kept of all visitors to the site and who they visited</li> <li>• Appropriate cleaning materials are available at the side of shared resources, such as: school mobile phones, photocopiers and computer keyboards/mouse in staff only access rooms (staffroom, studio meeting room, resource room, community room, main office, reprographics room, first aid room)</li> <li>• Signage is displayed in the reception area to inform parents, pupils and visitors to keep 2 metres apart</li> <li>• Adult toilets with hand washing facilities located in reception area for staff, parents/carers and visitors to use on arrival and exit school</li> <li>• Appropriate cleaning products are available for staff to clean all hard surfaces on a regular basis</li> <li>• All high contact areas will be cleaned twice daily by cleaning staff (as part of the school's cleaning contract). This will include entrance and reception</li> </ul> |
|---|----------------------------------|---------------------------|--|--|

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  | <ul style="list-style-type: none"> <li>Regularly clean staplers, hole punchers, “touch screen” photocopiers, marker pens &amp; whiteboards</li> <li>The handling of cash is discouraged from parents and where possible cheque payments are made</li> <li>The school will investigate the options available to small special schools in relation to online/ contactless payments</li> </ul>  | areas, adult toilets in reception, visitors/parent/carer meeting room   |
| Specialist, clinicians, Outreach Team etc. visiting schools to provide a service to pupils with SEND |  |  | <p><b>Specialists / clinicians should not enter the School premises if they are displaying symptoms of covid-19</b></p> <ul style="list-style-type: none"> <li>Specialists, therapists, clinicians, Outreach staff and other support staff for pupils with SEND should provide interventions as usual.</li> <li>When Specialists, therapists, clinicians, and support staff for pupils with SEND arrive at the School they must adhere to all social distancing and hand hygiene protocols and where appropriate, it is strongly recommended that specialists wear face coverings</li> <li>A record must be kept of all specialists and clinicians to site for track and trace purposes</li> </ul> | <p>This risk assessment has been produced for staff supporting pupils with SEN - all pupils at Rowan School and supported by Rowan Outreach Team in mainstream settings have SEND.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <p>They, as well as supply teachers, peripatetic teachers or other temporary staff, can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff.</p> <p>Such specialists will be aware of the PPE most appropriate for their role.</p> |
| Immunisation Providers   |  |  | <p>As normal, you should engage with your local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school’s control measures.</p> <p>These programmes are essential for children’s health and wellbeing and can also provide benefits for staff.</p>  |   |

## Management of the School Site



| Potential Hazard                     | Risk                      | Who might be harmed          | Existing control measures  | Additional control measure  |
|--------------------------------------|---------------------------|------------------------------|--|---|
| Toilets                              | Transmission of the virus | Pupils, Staff, Cleaners      | <ul style="list-style-type: none"> <li>Most classrooms at Rowan School, include pupil toilets. Those that don't have their own pupil toilets, have been allocated pupils toilets off the main corridor for exclusive use by pupils in that class. Signs have been produced to indicate this for staff/pupils. Willow pupils will use boys corridor toilets (one cubicle allocated for girls), Maple pupils will use girls corridor toilets (one cubicle allocated for boys)</li> <li>Ensure access to warm running water in pupils toilets</li> <li>All toilets are cleaned on a daily basis with an approved product, paying particular attention to the toilet seat, taps, flush, door handles, sinks etc.</li> <li>Hand washing frequently with soap and warm water where possible</li> </ul> | <p>Whilst different groups don't need to be allocated their own toilets, at Rowan School most classrooms include pupil toilets. We are also able to allocate exclusive use of pupil toilets to two classrooms which don't include pupil toilets.</p> <p>Pupils regularly reminded about the need to wash their hands more regularly and after every time they have used the toilet – communicate in Print posters in all classrooms and pupil toilets</p> |
| Assemblies                           | Transmission of the virus | Pupils, Staff, Cleaners      | <ul style="list-style-type: none"> <li>Whole school assemblies will not be taking place face to face until further notice</li> <li>Assemblies can take place remotely or in class groups in their classroom rather than bringing children together in the hall or large space.</li> </ul>  |   |
| Break times                          | Transmission of the virus | Staff & Pupils               | <ul style="list-style-type: none"> <li>At Rowan school, during break times, when outside where there is more space, a maximum of 4 class groups, can share the same outside area at any one time so that social distancing can be maintained where possible</li> <li>As much as possible, break times will be staggered and classes grouped by Lower, Middle and Upper School</li> <li>If pupils need to access the toilet during break times, they must use their allocated toilet / toilet in their own classroom</li> </ul>   | <ul style="list-style-type: none"> <li>Where possible stagger the break times to avoid congestion on the playground</li> </ul>  |
| Dining Room – lunch times for pupils | Transmission of the virus | Staff, Pupils, Kitchen staff | <b><i>Lunches are prepared and provided by Taylor Shaw. This section should be considered in conjunction with Taylor Shaw's own risk-assessment.</i></b>   | <b><i>Lunches are prepared and provided by Taylor Shaw. This section should be considered in conjunction with Taylor Shaw's own risk-assessment.</i></b>  |



|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  | <ul style="list-style-type: none"> <li>• All pupils stay on site once they have entered the School premises</li> <li>• Children eat their lunches in their own classroom in their class groups / bubbles</li> <li>• Children's drinks should be kept out of reach to ensure children do not drink from each other's drinks</li> <li>• All adults should sit 2 metres apart (where possible) from each other whilst eating</li> <li>• Food and drink should only be consumed in dedicated areas. If settings chose for pupils to eat within a classroom environment – this can be identified as a dedicated space, however hand washing should be incorporated and wiping and cleaning of the designated space before teaching and learning re-commences. If food is consumed in a classroom all advice within dining/lunchtime section of the Risk Assessment should be followed. Tables and chairs in class should be cleaned before and after dinner times</li> <li>• Food and drink should not be shared by both pupils and staff.</li> <li>• All food displays should be protected against contamination by coughing, sneezing, etc.)</li> <li>• Parents must inform any changes to their child's dietary requirements via email to the School office – if parents don't have access to email / a telephone conversation / zoom call to be arranged</li> </ul> | <p>We expect kitchens to be fully open and normal legal requirements will apply to the provision of food for pupils, including ensuring food meets the standards for school food in England.</p> <p>This includes for those eligible for:</p> <ul style="list-style-type: none"> <li>• benefits-related free school meals</li> <li>• universal infant free school meals</li> </ul> <p>School kitchens should follow the <u>guidance for food businesses on coronavirus (COVID-19)</u>.</p> <p>You should also continue to provide free school meal support to pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</p> <p>The School may need to consider employing additional lunchtime supervisors to cover the bubbles</p> <p>If you use a catering contractor ensure that you have seen their risk assessments and safe systems of work on how to keep themselves, staff and pupils safe from transmission of the virus</p> <p>Further advice can be obtained from the Local Authority School Meals Service</p> <p>Children will not mix with other class groups. This means having several lunch servings and all children eating in their own classroom</p> <p>Office staff will liaise with the catering staff on any changes to a pupils dietary requirement</p> |
|--|--|--|--|---|

|  |                           |  |   |  |
|--|---------------------------|--|---|--|
| Adverse Weather                            |                           |  | <ul style="list-style-type: none"> <li>• Ensure you have a gritting plan in place and all staff are aware of it.</li> <li>• When staff are involved in gritting, clearing snow etc. social distancing should be maintained at all times</li> <li>• Snow clearing equipment will not be shared as much as possible; ideally, all staff involved should have their own equipment. If equipment has been shared staff must wash their hands.</li> <li>• Due to the size and layout of Schools you may only be able to clear one path into School, therefore staggered starts should be implemented to ensure socially distancing is maintained by parents and pupils entering the School grounds</li> <li>• Where additional entrances to the School grounds have been closed, this must be communicated to all parents and signage placed on the additional entrances</li> <li>• Schools should only grit and clear snow within the School boundary</li> <li>• Ensure you have enough staff on site to supervise the pupils safely</li> <li>• Lone working procedures are always adhered to</li> <li>• If pupils are allowed on the playground in adverse weather, break time measures must remain in place.</li> </ul> |  |
| Fire Drills / Activation of the fire alarm | Transmission of the virus | Staff, Pupils, Cleaners, Catering staff etc. | <p>Fire safety management plans should be reviewed and checked in line with operational changes.</p> <p>You should check:</p> <ul style="list-style-type: none"> <li>• all fire doors are operational at all times</li> <li>• your fire alarm system and emergency lights have been tested and are fully operational</li> </ul>   | <p>Ensure a fire drill plan is produced highlighting where each class group will be positioned</p> <p>Ensure someone is in charge to co-ordinate the fire drill and communicate with others who might be using other areas of the site. You may need one more fire marshal to achieve this. A debrief must be undertaken to share any lessons learnt</p> |

|                           |                           |                                  |   |   |
|---------------------------|---------------------------|----------------------------------|---|---|
|                           |                           |                                  | <p>Carry out emergency drills as normal.</p> <ul style="list-style-type: none"> <li>At Rowan School, if the fire alarm is activated, staff and children will go to their agreed outside assembly point. A member of the Office Team will carry out a roll call. Children and staff from different classes will stay as far away from each other as they possibly can and return to their classes using individual class external doors.</li> <li>Washing of hands etc still required on entry back into the building</li> </ul>   | <p>Ensure the fire drill is recorded in the fire precautions log book</p> <p>Ensure that the fire alarm is regularly serviced / maintained to reduce the risk of false activations</p>  |
| Estates / Building checks |                           |                                  | <p><b>Opening after reduced occupancy</b></p> <p>It is important that you undertake all the usual building checks to make the school safe. If buildings have been closed or had reduced occupancy, water system stagnation can occur due to lack of use. This can increase the risk of Legionnaires' disease.</p>   | <p>Further information on Legionnaires disease can be found on the HSE website below</p> <p><a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></p> |
| Deliveries                | Transmission of the virus | Staff, pupils & delivery drivers | <ul style="list-style-type: none"> <li>When placing orders for delivery ensure that you inform the company of the Schools protocol for accepting deliveries</li> <li>If practicable drivers should wash or clean their hands before unloading goods and materials</li> <li>Do not approach delivery staff; allow packages to be left in a safe place e.g. main entrance</li> <li>Staff should not sign for deliveries</li> <li>Hands are to be thoroughly washed after handling all deliveries</li> <li>Keep deliveries to a minimum with essential items only</li> </ul> | <p>All deliveries to School (including milk and fruit) should be left at the main entrance and sanitized with wipes before taking them inside the School premises</p>   |
| Contractors               | Transmission of the virus | Staff, pupil, Contractors etc.   | <ul style="list-style-type: none"> <li>You should ensure site guidance on physical distancing and hygiene is explained to all contractors on or before arrival.</li> <li><b>It is strongly recommended that contractors wear face coverings</b></li> </ul>  | <p>The contractor is to notify the Headteacher / School Business Manager / School Building Supervisor of all areas visited, in order that these can then be thoroughly cleaned</p>  |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>• Where visits can happen safely outside of school hours, they should.</li> <li>• A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</li> <li>• Staff and contractors must maintain social distancing at all times</li> <li>• All contractors are to wash their hands upon entering the site</li> <li>• Site inductions are to be carried out following social distancing principles (2m separation).</li> </ul> |  |
|--|--|--|---|--|

## Curriculum & Learning

| Potential Hazard | Risk | Who might be harmed | Existing control measures  | Additional control measure  |
|------------------|------|---------------------|--|---|
| Remote Education |      |                     | <p>Attendance will be mandatory for all pupils of compulsory school age from 8 March.</p> <p>Schools affected by the Remote Education Temporary Continuity Direction are still required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19).</p> <p>This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield. All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.</p> | <p><b>Delivering remote education safely</b></p> <p>Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.</p> <p>The guidance includes a collection of resources which includes support for:</p> <ul style="list-style-type: none"> <li>• safe remote education</li> <li>• virtual lessons</li> <li>• live streaming</li> <li>• information to share with parents and carers to support them in keeping their children safe online</li> </ul> <p><a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a> provides guidance to help schools and</p> |

|  |  |  |   |
|--|--|--|---|
|  |  | <p>At Rowan School:</p> <p>The key principles that underpin the advice on curriculum planning are:</p> <ul style="list-style-type: none"> <li>• Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</li> <li>• At Rowan School the curriculum focuses on developing the key skills of communication, cognition, independence, physical development and self-care, all transferrable skills that equip children and young people for life beyond the school.</li> <li>• Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</li> <li>• We recognise that for our pupil population with SEND they are not be able to access remote education without adult support and therefore work with families to deliver a curriculum appropriate for their child/family's level of need.</li> <li>• In liaison with families, school will provide as necessary: <ul style="list-style-type: none"> <li>• school-owned laptops accompanied by a user agreement or contract</li> <li>• printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track</li> </ul> </li> </ul> | <p>teachers support pupils' remote education during coronavirus (COVID-19).</p> <p><b>Special Educational Needs</b></p> <p>If pupils with SEND are not able to be in school, their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.</p> <p>The requirement for schools within the 2014 Children and Families Act to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.</p> <p>You should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the types of services that the pupil can access remotely.</p> <p>You can access further information on supporting pupils and students with SEND to access remote education. <a href="https://get-help-with-remote-education.education.gov.uk/send">https://get-help-with-remote-education.education.gov.uk/send</a></p> <p>At Rowan School:</p> <ul style="list-style-type: none"> <li>• The curriculum strives to be responsive and personalised to each learner, and build on individual strengths and interests. Individual Learning Plans are in place, which support a balance of stimulating contexts for learning through different learning experiences, themes and subjects.</li> <li>• Plan on the basis of the educational needs of pupils</li> </ul> |
|--|--|--|---|

|                        |  |  |  |  |
|------------------------|--|--|--|--|
|                        |  |  |  | <ul style="list-style-type: none"> <li>Remote education has been developed so that it is integrated into school curriculum planning</li> </ul>   |
| Educational Visits     |  |  | We advise against all educational visits at this time. This advice will be kept under review.  |  |
| Music, Dance and Drama |  |  | <p>You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</p> <p>Singing, wind and brass instrument playing can be undertaken</p> <p>Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.</p> <p><b>Minimising contact between individuals</b></p> <p>The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff, including for rehearsal and performance.</p> <p>As set out in the system of controls, this can be achieved through keeping groups separate (in bubbles) and through maintaining social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum.</p> | <p>When planning music provision, you should consider additional specific safety measures. There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.</p> <p>Government has published advice on safer singing. <a href="https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing">https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing</a></p> <p><b>Social distancing</b></p> <p>In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should use seating where practical to help maintain social distancing.</p> <p><b>Seating positions</b></p> <p>Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so</p> |

|  |  |  |   |
|--|--|--|---|
|  |  | <p>If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, 2 metres from other adults.</p> <p>You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</p> <p>You should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly.</p> <p>If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing.</p> <p>Do not share microphones</p> <p><a href="#">At Rowan School Music, Dance and Drama teaching takes places in class groups/bubbles. Dance clubs delivered by external providers will take place outdoors and in class groups/bubbles (as well as all other recommended measures).</a></p> <p><b>Performances</b></p> <p>You should not host any performances with an audience. You may wish to consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</p> <p><b>Singing, and playing wind and brass instruments in groups</b></p> <p>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space,</p> | <p>that the air from their instrument does not blow into another player.</p> <p><b>Microphones</b></p> <p>Use microphones where possible or encourage singing quietly.</p> <p><b>Handling equipment and instruments</b></p> <p>Measures to take when handling equipment, including instruments, include the following.</p> <ul style="list-style-type: none"> <li>• increased handwashing before and after handling equipment, especially if being used by more than one person.</li> <li>• Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.</li> <li>• 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>• Instruments should be cleaned by the pupils playing them, where possible.</li> <li>• Limit handling of music scores, parts and scripts to the individual using them</li> <li>• Consider limiting the number of suppliers when hiring instruments and equipment. You should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.</li> <li>• Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.</li> </ul> |
|--|--|--|---|





|                              |  |  |  |  |
|------------------------------|--|--|--|--|
|                              |  |  | <p>natural airflow and strict social distancing and mitigation can be maintained.</p> <p><b>Playing outdoors</b></p> <p>Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</p> <p><b>Playing indoors</b></p> <p>If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limit the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation</p>                    | <p><b>Individual lessons</b></p> <p>Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures on peripatetic teachers</p> <p>In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction</p>  |
| Physical Activity in Schools |  |  | <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.</p> <p>For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene.</p> | <p>Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e., sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. Competition between different schools should not take place until wider grassroots sport for under 18s is permitted.</p> <p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events">https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events</a></p> <p>Refer to:</p> <ul style="list-style-type: none"> <li>• guidance on grassroot sports for public and sport providers, safe provision and facilities, and guidance from Sport England</li> </ul> |



|  |                           |                |   |  |
|--|---------------------------|----------------|---|--|
|  |                           |                | <p>This is particularly important in a sport setting because of the way in which people breathe during exercise.</p> <p>External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.</p>  | <ul style="list-style-type: none"> <li>• advice from organisations such as the Association for Physical Education and the Youth Sport Trust</li> <li>• guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents</li> <li>• using changing rooms safely</li> </ul>   |
| Supply Staff, temporary and Peripatetic Teachers | Transmission of the virus | Staff & Pupils | <p>You can continue to use supply teachers and staff. We recommend using the <a href="#">Crown Commercial Service's</a> agency supply deal when hiring agency workers.</p> <p>Supply staff and other temporary or peripatetic staff can move between schools. Such staff and visitors must follow your school's arrangements for managing and minimising risk based on the system of controls.</p> <p>They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking.</p> <p>This also applies to other temporary staff and volunteers working in schools such as:</p> <ul style="list-style-type: none"> <li>• support staff working on a supply basis</li> <li>• peripatetic staff such as music tutors and sports coaches</li> </ul> | <p><b>Other support</b></p> <p>Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles.</p> <p>Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.</p> <p>Mixing of volunteers across groups should be kept to a minimum, and they should adhere to the system of controls in place</p> <p><a href="#">At this time, Rowan School is not working with volunteers. This position will be reviewed on a termly basis.</a></p> |



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>those working in before and after school club</li> </ul> <p>In addition, at Rowan School, between 8<sup>th</sup> March – 1<sup>st</sup> April 2021, regular visiting professionals (sports coaches and music tutor) will engage with the LFD Testing Programme for staff. Rowan School will provide these professionals with test kits. Supply staff will also engage with the LFD Testing Programme and a test will be offered on arrival at school.</p> |  |
|--|--|--|--|--|

## Staff & Pupil Well-being

| Potential Hazard          | Risk | Who might be harmed | Existing control measures  | Additional control measure  |
|---------------------------|------|---------------------|--|---|
| Pupil Wellbeing & Support |      |                     | <p>Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood.</p> <p>This may particularly be the case for vulnerable children, including those with a social worker and young carers.</p> <p>It is important to contextualise these feelings as normal responses to an abnormal situation.</p> <p>Consider using pastoral and extra-curricular activities to:</p> <ul style="list-style-type: none"> <li>support the rebuilding of friendships and social engagement</li> <li>address and equip pupils to respond to issues linked to coronavirus (COVID19)</li> <li>support pupils with approaches to improving their physical and mental wellbeing</li> </ul> | <div>  <p>Guidance for Primary Care - Children and '</p> </div> <div>  <p>Healthy Minds Top Tips for school staff c</p> </div> <p>You may also need to provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible. Our 'Every interaction matters' webinar can help with offering pastoral support for wellbeing</p> <p><b>Wellbeing for Education Return Programme</b></p> |

|                                      |  |  |  |   |
|--------------------------------------|--|--|--|---|
|                                      |  |  | <p>Where there is a concern a pupil is in need or suffering or likely to suffer harm, follow your child protection policy and part 1 of keeping children safe in education. Consider any referral to statutory services (and the police) as appropriate</p> <p>Work with school nurses, where they are in place, to:</p> <ul style="list-style-type: none"> <li>• ensure delivery of the healthy child programme (which includes immunisation)</li> <li>• identify health and wellbeing needs</li> <li>• provider support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>• support pupils with additional and complex health needs</li> </ul> <p>At Rowan School, a Pupil Well-being team will work will all class teams (face to face) or remotely to support all pupils in school.</p> <p>In addition, MET meetings (Managing Emotions Together) will bring school staff together to support and plan for pupils who will be struggling the most. This team will include safeguarding staff, Behaviour lead staff, Sensory Processing staff, leaders, Pupil Well-being staff and class staff together.</p> | <p><a href="#">The Wellbeing for Education Return programme</a>, provides training and resources to help school staff respond to the wellbeing and mental health needs of pupils. The training provides practical examples to support staff and pupils within a school.</p> <p>Local authorities have received funding to employ skilled staff to:</p> <ul style="list-style-type: none"> <li>• deliver the training to schools</li> <li>• provide advice and support until March 2021</li> </ul> |
| Behaviour, discipline, and wellbeing |  |  | <p>Your policies should set clear, reasonable and proportionate expectations of pupil behaviour</p> <p>Some pupils may return to school having suffered from:</p> <ul style="list-style-type: none"> <li>• bereavement</li> <li>• anxiety</li> <li>• in some cases, increased welfare and safeguarding harms</li> </ul>  | <p>You should already have arrangements in place to support attendance and engagement. Consider what additional support pupils may need to make a successful return to full-time attendance.</p>  |

|              |  |  |   |  |
|--------------|--|--|---|--|
|              |  |  | <p>This may lead to an increase in social, emotional and mental health concerns, particularly for vulnerable groups such as:</p> <ul style="list-style-type: none"> <li>• pupils with a social worker</li> <li>• previously looked-after children who left care through adoption or special guardianship</li> <li>• young carers</li> </ul> <p>These pupils may need additional support and access to services such as educational psychologists, social workers and counsellors.</p> <p>Additionally, provision for pupils who have SEND may have been disrupted during the period of restrictions on attendance and there may be an impact on their behaviour. Work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</p> |  |
| Safeguarding |  |  | <p>Schools must continue to have regard to the statutory safeguarding guidance keeping children safe in education.</p> <p>You should consider revising your child protection policy to reflect the return of more pupils. This should be led by your designated safeguarding lead.</p> <p>As children return try to give designated safeguarding leads and their deputies more time to:</p> <ul style="list-style-type: none"> <li>• support staff and pupils with new safeguarding and welfare concerns</li> <li>• handle referrals to children's social care and other agencies where appropriate</li> </ul> <p>The designated safeguarding lead should continue to co-ordinate with children's social care, the local three safeguarding partners and other agencies and services to identify harm and ensure children</p>     |  |

|                          |                           |                  |  |  |
|--------------------------|---------------------------|------------------|--|--|
|                          |                           |                  | are appropriately supported. They should speak to school nurses who have continued virtual support to pupils who have not been in school.  |  |
| Administering First Aid  | Transmission of the virus | Staff & pupils   | <ul style="list-style-type: none"> <li>Children, young people or learners who require first aid should continue to receive care in the same way</li> <li>Wash hands and ensure the affected area is cleaned upon completion</li> <li>All first aid waste and PPE should be disposed of by double bagging and put in the external waste</li> </ul>  | <p>For further information on administering first aid and PPE visit the government below</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <p>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</p>  <p>First Aid<br/>Administration of Mec</p> |
| Administering Medication | Transmission of the virus | Staff & pupils   | <ul style="list-style-type: none"> <li>Children, young people or learners who require administration of medicines should continue to receive care in the same way</li> <li>Staggered times of administration of medicines should be considered</li> <li>Wash hands and ensure the affected area is cleaned upon completion</li> <li>All waste and PPE should be disposed of by double bagging and put in the external waste</li> </ul> | <p>If a child's care plan requires updating a zoom meeting should be arranged with a member of school staff, parents and a professional health worker, school nurse etc. to address any issues relating to the care plan</p> <p>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</p>  <p>First Aid<br/>Administration of Mec</p>   |
| Providing intimate care  | Transmission of the virus | Staff, & Pupils, | <p>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</p> <p>As much as possible, staff should try and provide intimate care from behind the child – not in front.</p>  | <p>Ensure adequate stocks of PPE are available and all staff are trained in the use of PPE including donning and doffing and disposing of PPE</p> <p>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</p>  |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | If you are not providing intimate care to someone, PPE is not needed. | <br>First Aid<br>Administration of Mec |
|--|--|--|---|--|

## School Staff

| Potential Hazard                     | Risk                      | Who might be harmed | Existing control measures   | Additional control measure   |
|--------------------------------------|---------------------------|---------------------|---|--|
| Break times and lunchtimes for staff |                           |                     | <ul style="list-style-type: none"> <li>If staff want to go off the premises at lunchtime, they must ensure that they adhere to social distancing and hand hygiene, they must avoid supermarkets, petrol stations, areas where large numbers are expected to congregate</li> <li>When staff take their lunch breaks, they need to ensure that they adhere to social distancing at all times and wash their hands before entering back into the classroom</li> <li>Limit the number of staff in the staff room at any one time</li> <li>Stagger the staff's break times and lunch times to avoid congestion</li> <li>Do not share food with other members of staff</li> <li>Do not make drinks for other members of staff</li> <li>Ensure all appliances are cleaned after each use this includes kettles, toasters, microwaves, dishwashers, tables and chairs etc.</li> </ul> | Rowan School has created a further 2 Staffroom spaces (Meeting Room 1 and 2) in order to reduce the number of staffs during break and lunchbreaks. Class staff are allocated a specific staffroom and breaktimes and lunchtimes staggered for staff. |
| Meetings and Training                | Transmission of the virus | Staff               | <ul style="list-style-type: none"> <li>Meetings should be carried out remotely (via zoom calls or other online conference call facilities)</li> <li>The same should apply where possible for training, if not possible numbers of staff should be reduced and other mitigation</li> </ul>   |  |

|                                       |  |       |   |  |
|---------------------------------------|--|-------|---|--|
|                                       |  |       | measures as described in this risk-assessment followed.   |  |
| Home Visits to be undertaken by staff | Transmission of the virus – leading to potential ill health & fatality | Staff | <ul style="list-style-type: none"> <li>• Home visits should only be undertaken if absolutely necessary</li> <li>• Staff should use their own vehicle to get to the visit</li> <li>• If any staff need to share a vehicle with someone else, one member of staff should sit in the driving seat and the other member of staff should sit in the back seat. A face covering should be worn by all staff and windows opened to allow ventilation</li> <li>• Once they arrive, they must knock on the door and step back to maintain social distancing</li> <li>• It may be possible to have a conversation with parents and pupils via an open window</li> <li>• Lone working procedures must be adhered to at all times when undertaking home visits e.g. buddy systems, regular telephone contact with School</li> </ul> | <p>If staff are concerned over a pupils welfare this must be reported immediately to the Head teacher</p> <p>If staff share their vehicle with another member of staff, all touch points (door handles, handbrake, steering wheel etc.) should be cleaned prior to and after the visit</p>   |
| Supporting staff                      |  |       | <p>All employers have a duty of care to their employees, and this extends to their mental health.</p> <p>Make sure you have explained to all staff the measures you are putting in place.</p> <p>Discuss with all staff any changes in place as part of these measures.</p> <p>Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing.</p> <p>Read about the:</p> <ul style="list-style-type: none"> <li>• <a href="#">extra mental health support for pupils and teachers</a></li> <li>• <a href="#">Wellbeing for Education return programme</a></li> </ul>   | <p><b>Support and Resources</b></p> <p>Teachers can access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff.</p> <p>The training module on teaching about mental wellbeing will help improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom.</p> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> |

|                    |  |  |  |  |
|--------------------|--|--|--|--|
|                    |  |  | <p><a href="#">Education Support</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <ul style="list-style-type: none"> <li>• Rowan School Leaders will ensure that they have explained to all staff the measures proposing to be put in place and have involved staff in that process e.g implementing measures and working practices</li> <li>• Rowan School has existing mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school</li> </ul>   |  |
| Staff taking leave |  |  | <p>Staff will need to be available to work in school during term time.</p> <p>Discuss leave arrangements with staff to inform workforce planning taking into account their individual contractual arrangements.</p> <p>There is a risk that where staff travel abroad for a legally permitted reason, their return travel arrangements could be disrupted due to coronavirus (COVID-19) restrictions and they may need to quarantine on their return</p> <p>Guidance on how to self-isolate when you travel is available.<br/> <a href="https://www.gov.uk/government/publications/how-to-self-isolate-if-you-arrived-in-england-before-15-february-2021">https://www.gov.uk/government/publications/how-to-self-isolate-if-you-arrived-in-england-before-15-february-2021</a></p> |  |
| Staff Deployment   |  |  | <p>You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly.</p> <p>You should ensure that you continue to have appropriate support in place for pupils with SEND.</p>   | <p>The responsibilities of a Teaching Assistant depend on what level you the teaching assistant is. See examples below: -</p> <p><b>Teaching Assistant Level 1</b> - To work under the direct instruction of the classroom teacher. General support to</p> |



|  |  |  |  |
|--|--|--|--|
|  |  | <p>Any redeployments of staff should not be made at the expense of supporting pupils with SEND.</p> <p>You should discuss and agree any proposed changes in role or responsibility with members of staff, ensuring staff members have the appropriate skills, expertise and experience to carry out the work, and all appropriate checks are made if they are engaging in regulated activity</p> <p>This includes making sure that for any interventions or care for pupils with complex needs:</p> <ul style="list-style-type: none"> <li>• safe ratios are met</li> <li>• specific training is undertaken</li> </ul> <p>You should be satisfied that staff have the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the staff.</p> <p>Staff who are not teachers may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. This is covered under the:</p> <ul style="list-style-type: none"> <li>• Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools</li> <li>• the freedoms provided under the funding agreement for academies</li> <li>• A group of staff in our special setting (Pupil Well-being Team) provide support and interventions involving close contact with children and young people who may not be grouped together under the system of controls adopted by our school setting. In this instance we have planned for this team to work with</li> </ul> | <p>the teacher in the management of pupils and the classroom.</p> <p><b>Teaching Assistant Level 2</b> – to work under the instruction/guidance of teacher. Work may be carried out in the classroom or with <i>small</i> groups.</p> <p><b>Teaching Assistant Level 3</b> – To work under the guidance of the teacher under an agreed system of supervision. Can supervise whole classes <b>occasionally during the short-term absence</b> of the teacher</p> <p><b>HLTA</b> – Work within an agreed framework of supervision by taking responsibility for agreed learning activities, including PPA. These activities can be for individuals/groups/whole classes on a <b>short-term basis</b></p> <p><b>Cover supervisor</b> – to cover in the absence of a teacher. Predominantly employed in secondary schools as “cover” in a primary school quickly becomes “active teaching”</p> <div data-bbox="1592 632 1648 695" data-label="Image"> </div> <p>Teaching Assistants<br/>RecommendationsSui</p> |
|--|--|--|--|

|             |  |  |  |  |
|-------------|--|--|--|--|
|             |  |  | <p>children in a reduced number of class groups only.</p> <ul style="list-style-type: none"> <li>• This is also the case with music peripatetic staff and other regular external providers, such as music or sport coaches, who will only work with groups of children from the same class at any one time.</li> <li>• Furthermore, some staff (Outreach Team) will work across settings. Where possible, this support and interventions should be provided as normal, because they will be important in enabling children and young people with SEND to access and benefit from education.</li> <li>• Staff who deliver these interventions will need to be particularly rigorous about hand washing and respiratory hygiene (catch it, bin it, kill it), but additional PPE compared to what they would normally use for those interventions, is not recommended, unless dealing with symptomatic children or young people.</li> </ul> |  |
| Recruitment |  |  | <p>You can continue recruiting members of staff. The Teaching Vacancies service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly.</p> <p>Schools should consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. The DfE teaching blog provides:</p> <ul style="list-style-type: none"> <li>• information on the experience of implementing interviews remotely</li> <li>• advice that can be sent to candidates on how to prepare for remote interviews</li> </ul> <p>Where face-to-face meetings are necessary, you should share the school's control measures in advance and make it clear to candidates that they must follow the system of controls that you have in place. This includes any requirements for wearing</p>  |  |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>face coverings where social distancing cannot be managed safely.</p> <p>When recruiting, continue to adhere to the legal requirements on pre-appointment checks as set out in part 3 of keeping children safe in education.</p> <p>Initial teacher training (ITT) providers have worked flexibly to ensure this year's newly qualified teachers (NQTs) are ready and prepared to enter the classroom.</p> <p>NQTs will also be supported by materials based on the early career framework reforms. Schools in the early roll-out regions (Bradford, Doncaster, Greater Manchester and the North East) will be able to benefit from the full support package.</p> |  |
| Deployment of ITT trainees and school engagement |  |  | <p>ITT trainees can continue to go into their host school or college on placement.</p> <p>Trainees who go to their placement should be offered coronavirus (COVID-19) testing in the same way other school staff are. They are expected to follow all control measures put in place by host schools.</p>  |  |
| Performance Management and Appraisals            |  |  | <p>Maintained schools must continue to follow the school teachers' pay and conditions document. All pay progression for teachers must be linked to performance management.</p> <p>You should consider adapting performance management and appraisal arrangements to take account of the current circumstances, particularly where these have had an impact on the ability of the teacher to meet fully their objectives.</p> <p>Teachers must not be penalised during the appraisal process or any subsequent pay progression decisions because of the decision to restrict pupil attendance at schools.</p>  |  |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | You should carry out any appraisals and performance management for support staff in accordance with the employee's contract of employment. We do not specify pay or terms and conditions of employment for support staff. |  |
|--|--|--|---|--|

## Sharing your risk assessment

You should share the results of your risk assessment with your entire workforce. If possible, you should consider publishing it on your website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so). Any updates to the risk assessment should be uploaded so that parents and carers are not seeing an out of date version of the risk assessment.

## Monitoring and review of risk controls

You should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls, and update the risk assessment as necessary.

## Roles and responsibilities

All employers are required by law to protect their employees, and others, from harm. Under the Management of Health and Safety at Work Regulations 1999, the minimum employers must do is:

- identify what could cause injury or illness in the organisation (hazards)
- decide how likely it is that someone could be harmed and how seriously (the risk)
- take action to eliminate the hazard, or if this isn't possible, control the risk

Given the employer landscape in schools is varied, we have set out here what the existing DfE [Health and safety: responsibilities and duties for schools](#) guidance states about the roles and responsibilities for health and safety.

In schools: the employer is accountable for the health and safety of school staff and pupils. The day-to-day running of the school is usually delegated to the Head teacher and the school management team. In most cases, they are responsible for ensuring that risks are managed effectively. This includes health and safety matters.

Schools must appoint a competent person to ensure they meet their health and safety duties. The Health and Safety Executive (HSE) provides more

information on the role of Head teachers and employers in the guidance [The role of school leaders - who does what](#) and a simple guide to who the employer is in each type of school setting in its [FAQs section](#), under 'Who is accountable for health and safety within a school?'. References to actions by employers in this guidance may in practice be carried out by Head teachers in schools, but the employer will need to assure themselves that they have been carried out, as they retain the accountability for health and safety.

### **Consulting employees (general)**

It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, you cannot decide who the representative will be.

At its most effective, full involvement of staff creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. As is normal practice, staff should be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the employer. Consultation does not remove the employer's right to manage. They will still make the final decision but talking to employees is an important part of successfully managing health and safety.

Head teachers are encouraged to ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commence with staff before the summer break, to ensure that those that are on term-time only contracts have adequate time to contribute.

### **Resolving issues and raising concerns**

Employers and staff should always come together to resolve issues. As providers widen their opening, any concerns in respect of the controls should be raised initially with line management and trade union representatives, and employers should recognise those concerns and give them proper consideration. If that does not resolve the issues, the concern can be raised with [HSE](#). Where the HSE identify employers, who are not taking action to comply with the relevant public health legislation and guidance to control public health risks, they will consider taking a range of actions to improve control of workplace risks. The actions the HSE can take include the provision of specific advice to employers through to issuing enforcement notices to help secure improvements.

### **Approach to risk estimation and management**

Some types of control are more effective at reducing risks than others. Risk reduction measures should be assessed in order of priority as set out below; schools should not simply adopt the easiest control measure to implement. Controls should be practical to be implemented and, ideally, should be able to be maintained easily over time. It is critical to remember that it will only rarely be feasible to eliminate individual risks completely. The combination of controls introduced should aim to reduce the risk to as low as reasonably practicable and prioritise structural, environmental interventions over individual level ones. This does not just mean considering risks of transmission, but also balancing these against risks to wider health and well-being and to education. Schools have the flexibility to respond to risks in a way that suits their circumstances whilst complying with their duties under health and safety legislation. Schools should work through the following steps to address their risks, considering for each risk whether there are measures in each step they can adopt before moving onto the next step:

1. Elimination: stop an activity that is not considered essential if there are risks attached.
2. Substitution: replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution.
3. Engineering controls: design measures that help control or mitigate risk.

4. Administrative controls: identify and implement the procedures to improve safety (for example, markings on the floor, signage).
5. Having gone through this process, PPE should be used in circumstances where the guidance says it is required.





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

## for health and social care settings

### Donning or putting on PPE

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

- 1** Put on your plastic apron, making sure it is tied securely at the back.  

- 2** Put on your surgical face mask, if tied, make sure securely tied at crown and nape of neck. Once it covers the nose, make sure it is extended to cover your mouth and chin.  



- 3** Put on your eye protection if there is a risk of splashing.  

- 4** Put on non-sterile nitrile gloves.  

- 5** You are now ready to enter the patient area.  




### Doffing or taking off PPE

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

- 1** Remove gloves, grasp the outside of the cuff of the glove and peel off, holding the glove in the gloved hand, insert the finger underneath and peel off second glove.  

- 2** Perform hand hygiene using alcohol hand gel or rub, or soap and water.  

- 3** Snap or unfasten apron ties the neck and allow to fall forward.  

- 4** Once outside the patient room. Remove eye protection.  

- 5** Perform hand hygiene using alcohol hand gel or rub, or soap and water.  

- 6** Remove surgical mask.  

- 7** Now wash your hands with soap and water.  


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

[www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures](https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures)

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

[www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-aerosol-generating-procedures](https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-aerosol-generating-procedures)

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