

Introduction

This risk assessment covers the expectations during the lockdown of January 2021 for children of critical workers and for children with special educational needs and disability (SEND), including those with education, health, and care plans.

All other pupils and students should not attend and should learn remotely until national notification of the current lockdown period ending – currently assumed to be post February half term 2021 but this could change.

It focusses on the specific risk assessment needed during the closure of schools to all children apart from children who are vulnerable and children of critical/key workers who cannot stay at home and refers to guidance available via:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

The new variant

In December 2020 a new variant of Covid 19 was identified in London and the South-East. This variant is no more severe in terms of impact on children and adults, but it is more transmissible. This means that mitigation and infection prevention control measures are more important than ever to help reduce transmission.

Our planning is underpinned by the Department for Education's advice on effective infection protection and control which states the following:

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

1. a requirement that people who are ill stay at home
2. robust hand and respiratory hygiene
3. enhanced cleaning arrangements
4. active engagement with NHS Test and Trace
5. formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible"

SECTION 1: PUBLIC HEALTH MANAGING POSITIVE CASES IN Settings

This information could change at very short notice Sheffield City Council will keep school 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 school need to talk with the Local Authority Public Health team **please call: 0114 273 5334** (Available 8a.m. – 4.45p.m. Monday to Friday.).

Email address: PublicHealthC&YP@sheffield.gov.uk

System of controls

These measures remain just as important during the period where attendance is limited to only vulnerable children and young people, and the children of critical/key workers.

Settings must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures.

“The following plan outlines relevant detail from the government’s guidance with further detail about how Ballifield Primary School will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can’t negate them entirely.”

All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances... The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.

Within the government guidance, the systems of control that schools should adopt are clearly listed. This document will outline those systems of control and how Ballifield Primary School has made them appropriate to our specific context and circumstance.

“System of controls

This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.

Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
- 2) Where recommended, use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.

6) Minimise contact between individuals and maintain social distancing wherever possible.

7) Where necessary, wear appropriate personal protective equipment (PPE).

8) Always keeping occupied spaces well ventilated.

Numbers 1 to 5, and number 8 must be in place in all schools, all the time.

Number 6 must be properly considered, and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection

9) Engage with the NHS Test and Trace process.

10) Manage confirmed cases of coronavirus (COVID-19) amongst the school/setting community.

11) Contain any outbreak by following PHE or the LA Public Health Teams advice.

Numbers 9 to 11 must be followed in every case where they are relevant.

Name of School/Setting: Ballifield Primary School

Dated risk assessment completed: January 15th 2021

Dated the risk assessment was shared with all staff: January ? 2021

Section 1: public health advice to minimise coronavirus (Covid-19) risks.

Systems of control	Action
<p data-bbox="73 174 252 206"><i>Prevention</i></p> <p data-bbox="73 248 391 741">1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p>	<p data-bbox="435 248 1437 360">Schools must only be open for vulnerable children and the children of critical workers. Critical workers should have their children at home if they can.</p> <p data-bbox="435 405 1437 472">Only staff who need to be on site and cannot work from home should be on site.</p> <p data-bbox="435 517 1485 741">During the lockdown period bubble sizes may change in order to accommodate different pupils attending at different times and staff availability. Where this occurs it is important to maintain robust records of which pupils and staff are in which bubbles on which date. This is important to support contact tracing should it be required.</p> <p data-bbox="435 752 1430 898">Where bubbles are changed to accommodate those attending during lockdown it remains important that mixing of bubbles does not occur and bubble size continues to be carefully considered.</p> <p data-bbox="435 943 1493 1200">If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 10 days, <u>they are not to attend school</u>. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again in the spring term (a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia).</p> <p data-bbox="435 1245 1414 1323">If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p data-bbox="435 1368 1501 1592">If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p data-bbox="435 1637 1501 2051">In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p>

There will also be a designated toilet assigned to children who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.

The designated isolation spaces/toilets are as follows;

- 'The Haven' Nurture Room

The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 10 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.

Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.

Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms.

Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

In order to monitor Positive Cases of COVID-19 settings requested to provide a daily Situation Report to Sheffield Local Authority. This will enable case, cluster and outbreak monitoring as well as to provide bespoke support to individual settings from the LA Public Health Team where appropriate. Bethan Plant (Health Improvement Principal) 0114 2930133 or 07791212302.

Prevention

2. Where recommended, use of face coverings in schools

Public Health England **does not** (based on current evidence) recommend the use of face coverings in classrooms in Primary Schools. However, the Sheffield Director of Public Health advises that face coverings be worn in Primary Schools where social distancing is not possible. They are not required in classrooms as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. However, because of the risk of transmission between adults, face coverings will be worn by all staff in communal areas in school (staff rooms, the toilets, the photocopying room, the office) and in corridors (see attached information).

A contingency supply will be available to staff who struggle to access a face covering due to having forgotten it or having becoming soiled or unsafe.

Key messages regarding good infection control and maintain social distancing will continue to be reinforced.

Some individuals are exempt from wearing face coverings and we would expect staff to be sensitive to those needs.

Safe wearing of face masks information shared with all staff and guidance handout shared. Safe wearing requires cleaning of hands before and after touching – including removing or putting them on – and the safe storage of them in individual, sealable plastic bags between uses. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.

Prevention

3. Clean hands thoroughly more often than usual.

There is a new variant of Covid 19 in the UK. This variant is destroyed by good infection prevention control (IPC) and by following all the measures you are already familiar with. Due to its increased transmissibility of the new variant it is important that you continue to implement all COVID-19 secure measures and reinforce the importance of IPC, notably regular handwashing and frequent cleaning.

Schools must ensure that pupils clean their hands regularly using water and soap, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. 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.

Regular and thorough hand cleaning is going to be needed for the foreseeable future.

Adults and children are to wash their hands on the following occasions:

- Entry to school
- After break times
- Before lunch
- After lunch
- When they change rooms
- Before leaving school
- Anytime that they visit the toilet or cough/sneeze into their hands.

Encourage staff and pupils to regularly wash their hands thoroughly with soap and water for at least 20 seconds.

https://www.who.int/gpsc/clean_hands_protection/en/

Additional hand sanitiser pumps have been purchased and are stationed in each classroom as well as additional hand sanitiser at appropriate points in school i.e. the reception desk for visitors and staff upon arrival and the dining areas for increased hygiene as a 'pinch points' in the school.

Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands. Children may also use moisturiser supplied from home when required.

If a child cannot appropriately wash their hands, then skin friendly skin cleaning wipes can be used as an alternative. Where required, staff are to request these packs from the office.

Hand hygiene protocols are to be re-visited at the start of lockdown when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.

- Pupils and staff will use their own stationery items
- Classroom based resources (books & games) can be used and shared within the bubble and cleaned regularly, along with all frequently touched surfaces.
- Resources that are shared between classes or bubbles, such as sports, art and science equipment, should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left for unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.
- Outdoor playground equipment should be frequently cleaned after use.
- Pupils are asked to only bring essential items to school – lunch box, water bottle, coat, books and hats.
- Pupils & teachers can take books and other shared resources home although unnecessary sharing should be avoided.

School staff

Transmission in schools was highest between staff to staff therefore all staff must ensure that they:

- **Maintain social distancing at all times between professionals**
- **Regularly wash hands**
- **Not share food or make drinks for one another**
- **Not mix across bubbles and maintain their own staff bubble where possible**
- **Get a test if showing symptoms**
- **Do not car share with colleagues**

Prevention

4. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.

During lockdown children will re-watch videos and be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown in to the lidded bins in each classroom and their hands must be cleaned afterwards.

Where pupils struggle to maintain as good respiratory hygiene as their peers (for example those who spit uncontrollably or use saliva as a sensory stimulant) will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This is not a reason to deny these pupils face-to-face education.

<p>Prevention</p> <p>5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as blue star</p>	<p>At various intervals, adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment. It will be stored appropriately within the classrooms.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.</p> <p>Extra attention is to be given to frequently “touched” areas and surfaces, e.g. doors, toilets, door handles, phones, light switches and door fobs, keyboards, whiteboards etc.</p> <p>Hand towels and hand wash area to be checked and replaced as needed by the cleaning and caretaking staff.</p> <p>Bin liners are used in all bins.</p> <p>COSHH assessments are carried out for all cleaning products and staff are trained in the safe use of cleaning products.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</p>
<p>Prevention</p> <p>6. Minimise contact between individuals and maintain social distancing wherever possible.</p>	<p>The purpose of ‘bubbles’ is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Ballifield Primary will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.</p> <p>Grouping the Children</p> <p>Schools must only be open for vulnerable children and the children of critical workers. Critical workers should have their children at home if they can.</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. Bubbles will operate as year group bubbles and should be maintained although not all children will be attending full time.</p> <p>During the lockdown period bubble sizes may change in order to accommodate different pupils attending at different times and staff availability. Where this occurs school will maintain robust records of which</p>

pupils and staff are in which bubbles on which date. This is important to support contact tracing should it be required.

Where bubbles are changed to accommodate those attending during lockdown it remains important that mixing of bubbles does not occur and bubble size continues to be carefully considered.

Each group should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Sharing of rooms and social spaces between groups will be limited as much as possible.

Within the government guidance, it recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.

PPA time will be covered by HLTAs across different classes. Where 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, ideally 2 metres from other adults.

While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. All adults will wear face coverings in corridors and communal areas such as the staff room, the Tardis and Nurture.

The following measures will also be in place to reduce the risk of contact between classes in a year group:

- Sectioned playground for class break times
- Sectioned seating area in the hall and dining room at lunchtime
- Class based seating arrangements at tables for lunch time
- Class based interventions
- Teaching assistant allocated to an individual class

Measures within the classroom

Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another.

Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible.

Classrooms need to be adapted to support distancing where possible. If tables are used, they should face the front and children should sit side-by-side, not facing one another nor side on.

Measures elsewhere

There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to virtual assemblies. Children are not to sing during assembly.

Monday – whole school virtual assembly recorded by the Headteacher

Use of the staff room and the Nurture room for refreshments should be minimal. The staff room will remain open to adults, however strict social distancing must be in place and where possible. A rota system will be in place to minimise the number of adults in these communal spaces and a staff hub timetable has been shared. Masks must be worn until eating and drinking. It is important for your own wellbeing that you see colleagues and I encourage this, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms.

Measures for arriving at and leaving school (including break/lunch times)

The start and end time of school will vary for each year group bubble:

Nursery am: 8.40am – 11.40am

Nursery pm: 12.20pm – 3.20pm

Reception: 8.45am – 3.10pm

Year 1: 8.30am - 2.55pm

Year 2: 9.00am – 3.25pm

Year 3: 9.00am – 3.25pm

Year 4: 8.40am – 3.05pm

Year 5: 8.50am – 3.15pm

Year 6: 9.00am – 3.25pm

Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles. This will be difficult for some families of multiple children.

Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds. If children cycle or scooter to school, then they are to use the storage area to lock their bike/scooter securely near the main entrance.

Adults from the senior leadership team and administration team will be situated around the school site to support children and adults as they arrive at school. This way we will continue to reduce footfall of adults on site. Parents must not congregate at the 'drop-off' point, they must instead arrive on time and then depart.

Parents must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents must agree the drop off time for all children. This is

recorded on a spreadsheet for all staff to access. Parents will be asked to drop off and leave, rather than remain on school grounds.

Given that the external school gates will be open at 2.55pm, no children will be allowed outside at that point and must have returned to their classrooms.

Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely.

Teachers will not be available to speak and must commit their time to ensuring that all children safely leave their care. Parents can contact teachers via email if they have queries about the day or they can call to make a phone appointment.

The school office is not to be accessed by parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email.

Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. Disposable face-coverings must be placed in a lidded bin. The wearer must then clean their hands.

Staff will need to manage the number of pupils accessing the cloakroom areas at the start, break times, lunchtimes and end of the school day to ensure social distancing is maintained where possible.

Other considerations

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. A pamphlet of these will be provided alongside the normal safeguarding procedures.

Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by school.

A record of all visitors, and their mobile phone number, will be kept to support NHS Test and Trace.

In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned following use.

Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe.

Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, each group will have their own set of outdoor play equipment so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is gathered back in at the end of their break/ lunch time and cleaned.

Pupils should not bring anything additional from home. There can be no 'show and tell'. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the library.

Teachers can take books home (and return them freely) to assess or use to support planning etc. This is also true of library books.

Prevention

7. Where necessary, wear appropriate personal protective equipment (PPE).

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, these are:-

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used
- where first aid is required and the staff have close contact with a pupil
- Where administration of medicines is required and the staff have close contact with a pupil
- Where 1:1 intervention work is required and social distancing cannot be maintained, staff should wear a face covering

The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:

- Face masks
- Aprons
- Gloves of various sizes
- Face shields

Children need to know that some adults might be wearing PPE and that it is 'ok'.

8. Always keeping spaces well ventilated

Ventilation is a critical part of the reduction of virus transmission. One option for schools to increase ventilation is to ensure that they open their windows in a classroom with children/young people in for 10 minutes every hour. This can help regularly increase and maintain ventilation.

Increasing ventilation can be achieved by a variety of measures including:

- mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (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)
- natural ventilation – 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
- natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)

To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:

- opening high level windows in preference to low level to reduce draughts
- increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) providing flexibility to allow additional, suitable indoor clothing.
- rearranging furniture where possible to avoid direct drafts

Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.

Increased ventilation may make school buildings cooler than usual over the winter months.

While schools will want to maintain the benefits of their uniform, they may wish to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform.

This information has been sent to parents and carers via Parentmail.

Response to any infection

9. Engage with NHS Test and Trace.

Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so, they need to be ready and willing to book a test if they or their child are displaying symptoms and provide details of anyone they, or their child, have been in close contact with or if they were to test positive.

All school staff and pupils can access The NHS Test and Trace testing system, used to test symptomatic people (using a 'polymerase chain reaction <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested> ').

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.

All children can be tested if they have symptoms, including 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

Parents should be prepared to

- provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19), or if they are required to do so having recently travelled from certain other countries.

They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the 'stay at home' regulations.

Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response. Staff and pupils must not come into school if they have symptoms and must be sent home to self-isolate if they develop them in school.

Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

School has been provided with a small number of home testing kits that can be given directly to parents/carers collecting a child who has developed symptoms at school, or staff that have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested.

Parents and staff need to inform school immediately of the results of a test and follow this guidance.

Swift action must be taken when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). See: **COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber.**

If someone tests positive, they should follow the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of

smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone.

The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal.

Other members of their household should continue self-isolating for the full 10 days.

If the test result is negative, if they feel well and no longer have symptoms similar to coronavirus the child can return to school assuming they would do so under normal circumstances. Other members of their household can stop self-isolating. (For anyone who has experienced illness of sickness and diarrhoea a 48 hour time period is recommended before returning to the setting).

Response to any infection

10. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.

Swift action must be taken when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). See: **COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber.**

School should report positive cases through to the DfE helpline: DfE helpline for COVID-10 0800 046 8687 (option 1 for cases). Available Mon-Fri 8am-6pm and 10am-4pm Saturday & Sunday.

School should contact the Sheffield LA public health team:
New contact telephone number (STORM) Monday-Friday 9am-5pm:
0114 273 5334

For all COVID-10 related queries email:
PublicHealthC&YP@sheffield.gov.uk

Bethan Plant
Health Improvement Principal
Public Health
People Service Portfolio
Sheffield City Council
Moorfoot Building, Level 7, West Wing (Zone 5)
Sheffield
S1 4PL
Telephone 0114 2930133
Mobile 07791 212302

Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with schools in this situation to guide them through the actions they need to take.

Positive cases are identified 7 days a week and outbreaks and clusters can require intervention outside of core business hours. There may be occasion where the LA Public Health or PHE need to contact school 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.

Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious.

Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person
- The health protection team will provide definitive advice on who must be sent home.
- To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 6 of the system of control for more on grouping pupils).
- This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

- Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:
 - 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 the coronavirus (COVID-19) within the remaining days.
 - If the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms,

following guidance for households with possible or confirmed coronavirus (COVID-19) infection

- Schools 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.
- In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others.
- In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.
- Further guidance is available on testing and tracing for coronavirus (COVID-19).

School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.

School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.

Those contacted or sent home must self-isolate for 10 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test. If the symptomatic child's test is negative, they must continue to isolate for the remainder of the 10 days. If the result is positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms.

Ballifield Primary will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.

Response to any infection

11. Contain any outbreak by following local health protection team advice.

If there are 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 local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site.

If schools are implementing controls from this list, 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.

In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive.

Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

Section 2: School operations – management of the school site

Aspect of school	Action
<p>Transport</p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only by public transport services, we mean routes which are also used by the general public 	<p>Dedicated school transport</p> <p>During the opening of schools to only vulnerable children and children of critical workers the same mitigation for transport still applies:</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible, will not apply from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p>Wider public transport</p> <p>Where staff use public transport they must maintain social distancing at all times and avoid contact with hard surfaces (where possible). Face coverings should be worn when using public transport and eating and drinking should be discouraged. When staff arrive at school they must clean their hands for at least 20 seconds with soap and warm water before entering any room, office or kitchen area.</p>
<p>Attendance</p>	<p>During the period of national lockdown, schools, alternative provision (AP), special schools, colleges and wraparound childcare and other out-of-school activities for children should allow only vulnerable children and young people and the children of critical workers to attend (recognising</p>

that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate).

All other pupils and students should not attend and should learn remotely until national notification of the current lockdown period ending – currently assumed to be post February half term 2021 but this could change.

Clinically extremely vulnerable pupils are also advised not to attend school.

Schools should continue to record attendance in the register.

Schools should follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we expect schools to authorise the absence during this national lockdown period.

Absence will not be penalised.

School Workforce

Under the national lockdown, the expectation is that everybody should work from home where possible.

School leaders are best placed to determine the workforce that is required in school, considering the updated guidance for those staff who are clinically extremely vulnerable.

Staff who are extremely clinically vulnerable

Following the reintroduction of national lockdown, clinically extremely vulnerable staff are advised that they should not attend the workplace.

Clinically extremely vulnerable individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV list).

Staff who are identified as clinically extremely vulnerable should follow the published guidance.

Staff should talk to their employers about how they will be supported, including to work from home.

Schools should continue to pay clinically extremely vulnerable staff on their usual terms

Those living with someone who is clinically extremely vulnerable can still attend work where homeworking is not possible

Staff who are clinically vulnerable

Clinically vulnerable staff should be supported to work from home wherever possible. If they are in the workplace you should carry out a specific risk assessment to ensure that their role is adapted and suitable/appropriate mitigations put in place.

If in school they should follow the sector-specific measures in this document to minimise the risks of transmission. It is recommended that individual staff risk assessments are carried out for clinically vulnerable staff.

This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in the 'prevention' section of this guidance.

This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others.

Adults should continue to take care to socially distance from other adults including older children and adolescents.

People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings.

If staff are concerned, including those who may be clinically vulnerable or who believe they may be at possible increased risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place

Staff who are pregnant

As per national restrictions, staff should work at home where possible.

If home working is not possible, pregnant staff and their employers should follow the advice in the Coronavirus (COVID-19): advice for pregnant employees.

Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools.

All pregnant women should take particular care to practise frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission.

Pregnant women are not advised to be vaccinated against COVID-19.

An employer's workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents).

Any risks identified must be included and managed as part of the general workplace risk assessment. As part of their risk assessment, employers should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.

Staff who may otherwise be at increased risk from coronavirus (COVID-19)

Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19).

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.

The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.

Further information is available at

<https://www.gov.uk/government/publications/drivers-of-the-higher-covid-19-incidence-morbidity-and-mortality-among-minority-ethnic-groups-23-september-2020>

People 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.

Safeguarding

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.

The safeguarding addendum outlines the practice and procedures during lockdown.

- Pupils who are not on site should receive regular contact from school if they are not engaging with remote learning, or with the parents carers if it is a younger child
- Pupils who should attend school such as those who are vulnerable and known to social services should receive contact from settings if they do not attend
- Where there are concerns about a child schools should follow their safeguarding policy
- Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the Designated Safeguard Lead or deputy) should follow their child protection policy and part 1 of the statutory safeguarding guidance [keeping children safe in education](#) and consider any referral to statutory services (and the police) as appropriate.
- Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site.

Support on delivering remote education safely is available from:

- [Safe remote learning](#), published by SWGfL
- [Online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- The National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [Safeguarding and remote education during coronavirus \(COVID-19\)](#), published by DfE

annex C of [keeping children safe in education](#)

Catering

Taylor Shaw will continue to provide a hot meal service during lockdown and the agreed systems and procedures for lunchtime should be adhered to.

Lunch and break times

Lunchtime supervisors will continue to support the supervision of lunchtimes but they will be allocated to year bubbles that cannot mix. The dining room and hall will be timetabled for lunchtime use and class groups will sit together regardless of whether they are a packed lunch or school dinner. The space will need to be cleaned both before and after use. Children with allergies will be appropriately positioned in response to their health care plan.

- Lunchtimes to be staggered to avoid congestion and at one time see below.
- Food and drink should only be consumed in dedicated areas – the dining room and the hall as specified on the year group bubble rota.
- Food and drink should not be shared by both pupils.
- Hand cleaning facilities or hand sanitiser should be available at the entrance of the dining room where people eat and should be used by all persons when entering and leaving the area.
- **All persons should sit 2 metres apart (where possible) from each other whilst eating**
- All food displays should be protected against contamination by coughing, sneezing, etc.)
- **Tables and chairs should be cleaned between each use.**
- All areas used for eating must be thoroughly cleaned at the end of each break and shift, including chairs and door handles,
- Parents must inform any changes to their child's dietary requirements via email to the Head teacher – if parents don't have access to email / a telephone conversation / zoom call to be arranged

Only members of staff within appropriate bubbles supervise their bubbles at break times. The playground will be split in to zones and allocated to bubbles to avoid any cross-contamination.

Timings of lunchtimes will be staggered, as will break times:

Break times:

- Years 2, 4 & 5: 10.00am – 10.15am
- Years 1, 3 & 6: 10.20am – 10.35am

Lunch times:

- Reception – 11.45am – 12.15pm – dining room
- Year 1: 12.30pm – 1.00pm – hall
- Year 2: 12.15pm – 12.45pm – dining room
- Year 3: 1.00pm – 1.30pm – hall
- Year 4: 12.00pm – 12.30pm – hall
- Year 5: 12.45pm – 1.15pm – dining room
- Year 6: 1.15pm – 1.45pm – dining room

Support staff will be required to help to supervise the children whilst they eat and then support in cleaning the room before children go out for their playtime. A rota system is in place for teaching assistants to support outside at lunchtime.

A huge range of games can be found here: <https://en-gb.padlet.com/gazneedle/mry7d3wlpw313515>

Meetings and Training

Meetings should be carried out remotely (via zoom calls or other online conference call facilities) during lockdown.

Estates/building checks

Mark, Paul and John will conduct the normal building checks as per the existing schedule of work.

Fire safety management plans should be reviewed and checked in line with operational changes.

Schools should check:

- all fire doors are always operational
- your fire alarm system and emergency lights have been tested and are fully operational
- Carry out emergency drills as normal (following social distancing as appropriate).

You should make adjustments to your fire drill to allow for social distancing as appropriate.

Refer to advice on fire safety in new and existing school buildings <https://www.gov.uk/government/publications/fire-safety-in-new-and-existing-school-buildings>

Where buildings have been limiting attendance to just vulnerable children and children of critical workers or had reduced occupancy, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease.

	<p>Advice on this can be found in the guidance on legionella risks during the coronavirus outbreak. https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</p>
<p><i>Adverse Weather</i></p>	<ul style="list-style-type: none"> - Ensure you have a gritting plan in place and all staff are aware of it. - When staff are involved in gritting, clearing snow etc. social distancing should be maintained at all times - There must be no sharing of snow clearing equipment, all staff involved should have their own equipment. If equipment has been shared staff must wash their hands. - 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 - Where additional entrances to the School grounds have been closed, this must be communicated to all parents and signage placed on the additional entrances - Schools should only grit and clear snow within the School boundary - Ensure you have enough staff on site to supervise the pupils safely - Lone working procedures are always adhered to - If pupils are allowed on the playground in adverse weather, they should remain in their bubbles
<p><i>Educational Visits</i></p>	<p>No educational visits should occur.</p>
<p><i>Home visits to be undertaken by staff</i></p>	<ul style="list-style-type: none"> • Home visits should only be undertaken if absolutely necessary • Staff should use their own vehicle to get to the visit • If any staff need to share a vehicle with someone else, one member of staff should sit in the driving seat and the other member of staff should sit in the back seat. A face covering should be worn by all staff and windows opened to allow ventilation • Once they arrive, they must knock on the door and step back to maintain social distancing • It may be possible to have a conversation with parents and pupils via an open window • Lone working procedures must be adhered to at all times when undertaking home visits e.g. buddy systems, regular telephone contact with School
<p><i>Supporting staff</i></p>	<ul style="list-style-type: none"> • Governing Bodies and Head teachers should have regard to staff (including the Head teacher) work-life balance and wellbeing. • Schools should ensure that they have explained to all staff the measures proposing to be put in place and involve all staff in that process e.g. implement flexible working practices in ways that promote good work life balance for teachers and leaders • All employers have a duty of care to their employees, and this extends to their mental health • Schools may already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school

Staff deployment

- Schools may continue need to alter the way in which they deploy their staff, and use existing staff more flexibly
- Managers should discuss and agree any changes to staff roles with individuals.
- It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's workload reduction toolkit.
- DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing.

- Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.
- Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies).
- Any redeployment should not be at the expense of supporting pupils with SEND.
- Head teachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff.
- This includes ensuring that safe ratios are met, and specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.
- The national school based vaccination and immunisation programme will continue throughout 2021 and further details on this will follow. This may mean that in some settings the School Based V&I team and IntraHealth may continue to require access to your setting in order to deliver the immunisation programmes. This is because these programmes remain important to protect children and young people's health. Further information will be provided on this during the lockdown period.

Wraparound care

Out-of-school activities (including wraparound care) may continue to operate only for those children eligible to attend school (i.e. children of critical workers and vulnerable children and young people). Resuming this provision is important to ensure that parents and carers who are critical workers can continue to work, as well as to provide enriching activities for vulnerable children that improve their wellbeing or support their education.

Breakfast club and JPAC after school club will be open and operate as normal. JPAC have completed their own risk assessment which has been agreed with the school.

	<ul style="list-style-type: none"> • Children are kept in a group with other children from the same bubble they are in during the school day • The number of pupils attending will be kept low so that social distancing is maintained • Entering and exiting the club is done in a phased way “one in one out” • All food items are taken to the pupils seating area by a member of staff • All food items and utensils are collected by staff • All tables, chairs, hard surfaces etc. are cleaned with an approved product
<p>Visitors</p>	<p>Government guidance is stay at home. Visitors should only be admitted to school premises if in accordance with government guidelines their visit is essential.</p> <p>No one should enter the School premises if they are displaying symptoms of covid-19 e.g. staff, parents, pupils, contractors etc. Schools should limit the external visitors to the school during school hours. Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Parents should only enter school buildings when strictly necessary, by appointment, and ideally only one at a time (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance.</p>
<p>Deliveries</p>	<p>When placing orders for delivery ensure that you inform the company of the Schools protocol for accepting deliveries.</p> <p>If practicable drivers should wash or clean their hands before unloading goods and materials.</p> <p>Do not approach delivery staff; allow packages to be left in a safe place e.g. main entrance.</p> <p>Staff should not sign for deliveries.</p> <p>Hands are to be thoroughly washed after handling all deliveries.</p> <p>Keep deliveries to a minimum with essential items only.</p>
<p>Contractors / essential repair work</p>	<p>Only contractors carrying out essential maintenance work on the School site</p> <p>Staff and contractors are to maintain a safe distance between themselves and others (2 metres).</p> <p>All contractors are to wash their hands upon entering the site.</p> <p>Site inductions are to be carried out following social distancing principles (2m separation).</p>
<p>First Aid, administering medication and intimate care</p>	<p>Children, young people or learners who require first aid should continue to receive care in the same way.</p> <p>Wash hands and ensure the affected area is cleaned upon completion.</p> <p>All first aid waste and PPE should be disposed of by double bagging and put in the external waste.</p>

Children, young people or learners who require administration of medicines should continue to receive care in the same way. Staggered times of administration of medicines should be considered.

Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way. If you are not providing intimate care to someone, PPE is not needed.

Recruitment

Recruitment should continue as usual. The government's Teaching Vacancies service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly.

The free national service for searching and listing teaching roles will be directing newly qualified teachers (NQTs) and job seeking teachers to this service.

We recommend that schools continue to recruit remotely over the summer period. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the experience of implementing interviews remotely.

There is also advice that can be sent to candidates on how to prepare for remote interviews.

When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks.

We refer schools to part 3 of the statutory guidance keeping children safe in education.

Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom.

They will also be supported by materials DfE is making available to all schools based on the early career framework reforms, to support them as they start their teaching career.

Expectation and deployment of ITT trainees

Trainees could:

- take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons
- be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues
- develop or engage in working groups to share best practice around resilience, commitment and team-working
- work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload

	This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all legislation and guidance relevant to ITT.
Performance Management and Appraisals	<ul style="list-style-type: none"> Maintained schools must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers, is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives. Appraisals and performance management for support staff should be carried out in accordance with the employee's contract of employment. DfE does not specify pay or terms and conditions of employment for support staff.

Section 3: Curriculum and learning

Aspect of school	Action
<p>Curriculum expectations</p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Remote education is high quality and aligns as closely as possible with in-school provision</p>	<p>Schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).</p> <p>The amount of remote education provided should be, as a minimum:</p> <ul style="list-style-type: none"> Key Stage 1: 3 hours a day on average across the cohort, with less for younger children Key Stage 2: 4 hours a day <p>For pupils with complex needs schools are asked to plan what is appropriate and work with parents/carers where required.</p> <p>Staff will work in year team partner so that a teacher and teaching assistant are responsible for face to face teaching one week and the partner teacher and teaching assistant work remotely to plan, teach and feedback on the online learning. This will alternate on a weekly basis.</p> <ul style="list-style-type: none"> Adults will share lessons via Google Classroom, often in reference to Oak National Academy lessons that are tailored for every objective in the primary curriculum. Teachers will then be able to meet with children that require additional support through a daily Google Meet. Children will be able to take photos of their learning and upload it so that teachers can monitor progress and offer supportive feedback if appropriate.

Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. More detail on Oak National Academy can be found here (<https://www.thenational.academy/information-for-teachers>).

Where children can't access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household.

The principles for delivery will be as follows:

- Children will receive learning opportunities for a range of subjects each day
- Learning will be sequenced as per our current curriculum model
- High quality explanations will be made by the teacher using video links from school or through curriculum resources such as Oak National Academy
- Work will be checked through uploads to Google Classroom
- Teachers will be available via Google Meet so that they can further tailor the learning as a result of feedback. Often this will be after the Oak National Academy lesson has been completed.
- Lessons will be of the equivalent length of a normal school day as outlined by the DfE (see above).
- Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the class teacher and SENDCo.

The Relationship and Sex Education element of our new curriculum will be planned and consulted on with parents in line with advice and guidance from Learn Sheffield. There is now leeway to defer the implementation of that curriculum content until the summer term 2021.

Specific points for early years foundation stage (EYFS)

- Dressing up clothes will not be used until advice changes.
- Any use of play dough must involve each child having their own allocated play dough and no sharing.
- Soft furnishings, cushions and rugs should not be used in classrooms.
- Carpet time can be used but staff must maintain social distancing.
- Indoor sand and outside sand– only children from the same bubble can use sand. During sand play if more than one child is playing with the sand, they must be stood side by side not face to face.
- Indoor/outdoor water play – whilst the use of soapy water reduces COVID risk, when doing water play, children must be stood side by side not face to face.

Music

Schools have the flexibility to decide how music, dance and drama will be provided to the pupils attending school while following the measures in their system of controls.

Children need to be kept within their constant groups even if group numbers are small

Where children are on site, the previous risk assessments provide significant detail around music and risk mitigation – see below.

Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing can be undertaken in line with the guidance 'working safely during COVID-19: performing arts'. Contact should be minimised between individuals so in music, dance and drama lessons social distancing should be observed. Background, or accompanying music, should be kept to levels which do not encourage individuals to raise their voices unduly. If possible use microphones but do not share them. This has implications for our music curriculum and adjustments will need to be made.

Face-to-face outdoor performances must follow the advice in the DCMS performing arts guidance.

All SCC Music Centre staff are working remotely and will not teach in school until schools re- open to all pupils.

***Physical activity
in schools***

PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors.

Where remote learning is taking place settings need to consider within their RA any additional risks that remote teaching may have for subjects such as P.E

The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.

Team sports must only be the sports that are listed on the 'return to recreational team sport' framework.

Activities such as 'mile a day' can continue, as can other active sessions to enable pupils to be physically active whilst maintaining physical distancing.

***Pastoral support
–pupil well-being***

The Nurture staff will ensure that appropriate materials are on hand to support children's wellbeing. They will also make phone calls to identified children weekly.

PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.

Where issues arise, Clare Roddis is to be informed so that specific interventions can take place. Clare will need to ensure that she distances appropriately during meetings (outside preferably) given that she will be required to work across year teams.

	<ul style="list-style-type: none"> • Where there are concerns about a child schools should follow their safeguarding policy • Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the Designated Safeguard Lead or deputy) should follow their child protection policy and part 1 of the statutory safeguarding guidance keeping children safe in education and consider any referral to statutory services (and the police) as appropriate. • Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site.
<i>Behaviour expectations</i>	<p>The approved behaviour policy coronavirus amendment will apply.</p> <p>During lockdown expectations of behaviour will be revisited and the school's values of 'Be responsible. Be respectful. Be safe.' will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.</p> <p>We will work with pupils, and their families, if pupils struggle with their behaviour in school and are at risk of being persistently disruptive.</p>

Section 4: Assessment and accountability

Aspect of school	Action
<i>Inspection</i>	<p>From January 2021, Ofsted will resume monitoring inspections of schools judged as requires improvement or inadequate. This is to ensure that leaders of these schools have the support they need and are focusing on what will help improve the school most in the current circumstances.</p> <p>Ofsted will continue to carry out section 8 'no formal designation' (NFD) inspections if they have significant concerns about any school.</p>
<i>Primary Assessment</i>	<p>In 2021, the early years foundation stage (EYFS) profile will not be mandatory but we will require providers to use their best endeavours to complete it and provide the information to year 1 teachers and parents, if this is possible. This will be a judgement for schools and practitioners, depending on their individual circumstances.</p> <p>The following assessments, scheduled between April and July 2021, have been cancelled:</p> <ul style="list-style-type: none"> • KS1 teacher assessments • KS2 tests and teacher assessments • phonics screening check • all statutory trialling <p>This includes cancellation of statutory assessment of pupils working below the standard of national curriculum assessments.</p>

Schools do not need to complete any further activities to prepare for these assessments. Local authorities will not need to undertake monitoring or moderation activities.

We know that schools will continue to use assessment to inform teaching, to enable them to give information to parents on their child's attainment in their statutory annual report and to support transition of KS2 pupils to secondary school. We strongly encourage schools to use [past test papers](#) in their assessment of pupils.

Section 5: Contingency planning for outbreaks

Aspect of school	Action
<i>Contain any outbreak by following local health protection team advice</i>	<ul style="list-style-type: none">• 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.• 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. <p>If schools are implementing controls from this list, 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.</p>