



Ecclesall Primary School

Version 14 - Schools COVID-19 Risk Assessment, this is an addendum to Version 12

(This is a live document)

Ecclesall Primary School additional information is written in blue linked to information sent out to our parents/carers/staff and governors.

Below is the link to Version 12 Ecclesall Primary School COVID-19 Risk Assessment March 2021 that is still in place with the shorter addendum Version 14 to add to Version 12.

<https://ecclesallprimary.co.uk/wp-content/uploads/2021/03/Ecclesall-Primary-School-Version-12-Schools-Covid-19-March-2021.pdf> : All the information provided in this Version 12 is what is currently in place at Ecclesall Primary School.

Introduction

This guidance is intended to support schools, mainstream, special schools, and alternative provision. It applies to primary, secondary (including sixth forms), and infant, junior, middle, upper, special schools, school-based nurseries, and private 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.

[Schools coronavirus \(COVID-19\) operational guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/schools-coronavirus-covid-19-operational-guidance)

Much of the content in this guidance will be familiar to you, as it has been in place for some time.

The main changes to the guidance are: -

- How to group staff
- Face coverings
- 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
- Staff who are extremely clinically vulnerable / clinically vulnerable / pregnant / staff who are at increased risk of covid-19
- Attendance and term time holidays
- Updated Cleaning Guidance
- Keep occupied spaces well ventilated
- Dressing Up Clothes
- Pupils travelling from abroad
- Specialist, clinicians etc. visiting schools to provide a service to pupils with SEND
- Wraparound provision and extra-curricular activity music
- Transition Planning
- General Points for Using Drinking Fountains & Water Coolers
- Elective Home Education
- Educational Visits
- Music, dance, drama & performances
- Physical Education & Swimming
- Pupil wellbeing
- Support state-funded school inspection
- [annex C – further guidance on domestic residential educational](#)

- There is a section on transitional, taster and open days, and [annex B](#), which is guidance on year 11 to 13 exam cohort attendance and provision for the 2021 summer term.

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.

Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions
How to group Staff	Transmission of the virus	Staff & pupils	<p>How to group Staff</p> <p>In line with national guidance all teachers and other staff can now operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision.</p> <p>Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>Please try to minimise the number of interactions or changes wherever possible.</p> <p>All other COVID-19 secure measures should remain in place.</p>		<p>PPA teachers/ supply teachers/TAs/ Lunchtime supervisors to continue to work across up to two year group bubbles in school until the end of the summer term 2021</p> <p>From September, joint PPA for each year group will commence on one afternoon with 3 staff covering teachers.</p>
Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions
	Transmission of the virus	Staff & pupils	Based on the current state of the pandemic and the positive progress being made, nationally it is no longer	Exemptions	EPS staff to continue to wear face coverings in

Use of face coverings in Schools			<p>necessary to recommend the additional precautionary face covering measures put in place from the 8 March.</p> <p>From 17 May, in line with Step 3 of the roadmap, nationally face coverings are no longer recommended for pupils in classrooms or communal areas in all schools. Face coverings are also no longer recommended for staff in classrooms.</p> <p>In all schools DfE continue to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas).</p> <p>Where schools are delivering education and training, including extra-curricular activities and wraparound childcare, in a community setting (for example, library or community centre), staff and pupils will be exempt from the legal requirement to wear a face covering if they are in a private room or the premises has been exclusively hired for the sole use of its pupils and staff.</p> <p>The reintroduction of face coverings for pupils, students or staff may be advised</p>	<p>Where face coverings are recommended there are some circumstances where people may not be able to wear a face covering.</p> <p>This includes (but is not limited to):</p> <ul style="list-style-type: none"> • people who cannot put on, wear, or remove a face covering because of a physical or mental illness or impairment, or disability • where putting on wearing or removing a face covering will cause people severe distress • people speaking to or helping someone who relies on lip reading, clear sound or facial expressions to communicate • to avoid harm or injury, or the risk of harm or injury, to the wearer or others – including if it would negatively impact on people’s ability to exercise or participate in a strenuous activity <p>The same exemptions will apply in education and childcare settings and you should be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.</p> <p>Access to face coverings</p>	<p>communal areas such as corridors/ staff room/ on duty outside on the playground before and after school.</p> <p>Parents/Carers asked to continue to wear face coverings when dropping off and collecting their children on the playground.</p> <p>Please wear face masks and adhere to social distancing guidelines on the school site</p>
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		<p>for a temporary period in response to particular localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. The Local Action Committee structure (bronze/silver/gold) should be used in such circumstances to re-introduce the use of face coverings. Immediate outbreak response (at the level of individual settings or a cluster of settings) remains for local directors of public health to advise on.</p> <p>Children and young people aged 11 and over must still wear a face covering on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school or college. This does not apply to children and young people who are exempt from wearing face coverings.</p> <p>The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education settings or requirement in public places.</p>	<p>Due to the use of face coverings in wider society, staff and pupils are already likely to have access to face coverings.</p> <p>You should have a small contingency supply available for people who:</p> <ul style="list-style-type: none"> • are struggling to access a face covering • are unable to use their face covering as it has become damp, soiled, or unsafe • have forgotten their face covering <p>Safe wearing and removal of face coverings You should have a process for when face coverings are worn within your school and how they should be removed, for example when pupils arrive at school wearing them.</p> <p>You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for those who may be distressed if required to remove a face covering against their wishes.</p> <p>Safe wearing of face coverings necessitates:</p> <ul style="list-style-type: none"> • cleaning hands before and after touching face coverings, – including to remove or put them on 	
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			<p>Where guidance recommends face coverings, 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. Transparent face coverings may be effective in reducing the spread of COVID-19. However, the evidence to support this is currently very limited. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.</p> <p>Locally for the remaining period of the school term to 22nd July 2021 the Sheffield Director of Public Health is supportive of any Headteachers that choose to maintain that Face Coverings should still be used for pupils and students in classrooms or communal areas in all schools and FE providers.</p> <p>Staff are also encouraged to continue to wear them in classrooms. In all schools and FE providers face coverings should continue to be worn by staff and visitors in situations outside</p>	<ul style="list-style-type: none"> • safely storing face coverings in individual, sealable plastic bags between use • not touching the front of face coverings during use or when removing them <p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully.</p> <p>Staff may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p> <p>If pupils arrive at school wearing a face covering, you must instruct pupils to:</p> <ul style="list-style-type: none"> • not touch the front of their face covering when removing it • dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) • place reusable face coverings in a plastic bag they can take home with them • wash their hands again before heading to their classroom <p>Separate guidance is available https://www.gov.uk/government/publications/safe- </p>	
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			<p>of the classrooms where social distancing is not possible.</p> <p>Pupils have become familiar with the use of face coverings and for a period of 9 weeks until the end of term it feels sensible to encourage their continued use if schools wish to do so.</p> <p>The Yorkshire and Humber region largely went into lockdown as the B.1.1.7 (Kent) variant became dominant. This means that across our communities this variant is now most common and is more transmissible.</p> <p>As the restrictions are slowly eased, we need to be as cautious as possible to ensure that community transmission remains low. The continued use of face coverings will support our approach in doing this.</p>	<p>working-in-education-childcare-and-childrens-social-care .</p> <p> How to use fabric face coverings.pdf</p> <p> clothing-masks-infographic---(web)-logo-wl</p>	
Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions
Minimise contact with individuals	Transmission of the virus	Staff & pupils	When an individual develops coronavirus (COVID-19) symptoms or has a positive test Pupils, staff and other adults must not come into	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 the risk of harm.	



<p>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>the school if:</p> <p>Pupils, staff, and other adults must not come into the school if:</p> <ul style="list-style-type: none"> • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms • they are legally required to quarantine, having recently visited countries outside the Common Travel Area • they have had a positive test • have been in close contact with someone who tests positive for coronavirus (COVID-19) <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"> • the start of their symptoms • the test date if they did not have any symptoms but have had a positive LFD or PCR test (if an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test, 	<p>More information can be found on NHS Test and Trace: how it works.</p> <p>If anyone in 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 must:</p> <ul style="list-style-type: none"> • send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days • advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection • advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19) <p>Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate.</p> <p>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, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days.</p> <p>It remains essential that anyone who gets a positive result from an LFD result self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test.</p>	
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			<p>and is negative, it overrides the LFD test, and the pupil can return to school)</p> <p>The LA Public Health team advise the following:</p> <ul style="list-style-type: none"> - A confirmatory PCR should be taken within 48 hours of a positive LFD result. - ONLY if a negative PCR result is provided within 72 hours of the positive LFD can the requirement to isolate be rescinded. The pupil should only return to school if they are well and have no symptoms. A bubble can be recalled if the negative PCR result is obtained within 72 hours of the positive LFD. <p>You must follow this process and ensure everyone onsite, or visiting is aware of it.</p> <p>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).</p>	<p>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 develops 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 it is 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"> • they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the pupil, with appropriate adult supervision if required 	
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			<p>Positive cases of COVID-19 are genome sequenced. This process is helping us across the country to identify different COVID -19 variants. Viruses mutate and change over time. It is important that we monitor these mutations and in some cases investigate them further so as to ensure that we continue to do all that we can to reduce transmission of COVID-19 in the city and the country. The current dominant COVID-19 variant in Sheffield is the B.1.1.7 (also known as the Kent) variant. Schools will be informed where the sequencing process has confirmed that you have had two or more positive COVID-19 cases within 10 days that are not the Kent variant. The purpose of informing the school is to keep you up to date with the epidemiology of the virus in your setting and also to ask you to continue to put in place all the COVID-19 secure measures that you are already familiar with. Whilst the interventions remain the same to manage all variants it is extremely important when a different/new variant is identified that you strictly implement COVID-19 secure measures. There are no new additional measures to put in place we just need to make sure that people in your setting follow the standard measures as closely as possible. We also ask you to be extremely thorough with the contact</p>	<ul style="list-style-type: none"> • a window should be opened for fresh air ventilation if it is safe to do so • if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people • if they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible - the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else • personal protective equipment (PPE) must 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) - more information on PPE use can be found in the safe working in education, childcare and children's social care settings guidance <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 symptom, 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</p>	
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			tracing that you undertake if you have any further positive cases.	<p>family home to isolate, schools should follow advice on transport arrangements in the safe working in education, childcare and children's social care settings guidance.</p> <p>Further information is available on how to manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.</p>	
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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 Response and Actions
Staff who are extremely clinically vulnerable / clinically vulnerable / pregnant / staff who are at increased risk of covid-19	Transmission of the virus	Staff & pupils	<p>Some groups of people are at higher risk of severe illness from coronavirus. This group of people have been told directly by their GP or hospital clinician, or have received a letter, confirming that they are 'clinically extremely vulnerable'. See guidance on who is at higher risk from coronavirus and protecting people who are clinically extremely vulnerable.</p> <p>Since the 1 April, those who are clinically extremely vulnerable (CEV) are no longer advised to shield. Updated advice is for the group to continue taking extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. Staff in schools who are CEV are advised to work from home where possible but can attend their place of work if they cannot work from home.</p>	<p>It is recommended that you review the individual risk assessments for staff who are CEV & CV</p> <p> COVID-19 Individual Staff Risk Assessment</p> <p>Additional information on carrying out the assessment is below</p> <p> COVID-19 individual risk assessment addit</p>	

			<p>CEV individuals (over 18) were prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.</p> <p>Staff who are clinically vulnerable (CV)</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>Pregnancy</p> <p>You will need to follow the specific guidance for pregnant employees because pregnant women are considered CV. In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.</p>	<p>COVID-19 & Pregnancy</p> <p>Guidance for Pregnant Workers</p>	
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		<p>COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice.</p> <p>Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <p>Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included, and managed as part of the general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks.</p> <p>As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.</p> <p>You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any</p>	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees</p> <p>Action for Schools to take:</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="1223 660 1294 724" 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"> • pregnant women from black, Asian and minority ethnic (BAME) backgrounds • women over the age of 35 • women who are <u>overweight or obese</u> 	
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		<p>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>Read more guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists.</p> <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <p>Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19).</p> <p>Shielding advice has been paused nationally from 31 March. CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff in schools who are CEV will be advised to continue to work from home</p>	<ul style="list-style-type: none"> women who have pre-existing medical problems, such as high blood pressure and <u>diabetes</u> <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>https://www.rcog.org.uk/en/guidelines-research-services/coronavirus-covid-19-pregnancy-and-womens-health/</p> <p>https://www.hse.gov.uk/coronavirus/working-safely/protect-people.htm</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>	
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			<p>where possible, but if they cannot work from home should attend their workplace.</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. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose.</p> <p>There is further information available on who is at higher risk from coronavirus.</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>Vaccination</p> <p>All staff working in schools who fit the eligibility criteria/age cohort for the COVID-19 vaccination should be encouraged to have the vaccination and attend for their appointment.</p>		
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Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions
Attendance	Transmission of the virus	Staff & pupils	<p>The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> 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) the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority.</p> <p>You should not plan for rotas as there is no requirement to reduce occupancy in schools. Instead, everyone must follow the system of controls.</p> <p>Guidance on year 11 to 13 exam cohort attendance and provision for the 2021 summer term can be found in annex B</p>	<p>Recording attendance</p> <p>You should record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils.</p> <p>You should use code X if a child is self-isolating or quarantining because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC.</p> <p>We will review and provide further advice to schools in due course on what should be included in pupils' attendance records in end of year reports.</p> <p>Attendance registers and codes</p> <p>For each session that the pupil is absent, you must keep an accurate record in the attendance register. As always, it is up to you to decide how to record sessions in the attendance register based on the child's circumstances and in line with the Education (Pupil Registration) (England) Regulations 2006 as amended. In these situations, code X (not attending in circumstances related to coronavirus) is unlikely to apply.</p>	<p>For any leave of absence, please fill in a leave of absence form. No term time holiday can be authorised, however.</p>

Term Time Holidays			<p>Term time holidays</p> <p>As restrictions begin to lift, some families may be looking to take holidays. As usual, parents should plan their holidays around school breaks and not take their children out of school on holiday during term time.</p> <p>Where a parent wishes to take their child out of school for whatever reason, the onus is on them to apply for a leave of absence and demonstrate why they believe the circumstances are exceptional. Schools make decisions on granting leave of absence, but will not normally do so for a holiday</p>	<p>In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply where a pupil is unable to attend because a national emergency has resulted in widespread disruption to travel. Code Y is unlikely apply in circumstances where families are not travelling back to the UK for other reasons (for example choosing to remain abroad or looking to avoid quarantine). Where code Y does not apply, schools should consider the authorised and unauthorised absence codes to identify the appropriate one.</p> <p>Further guidance about the use of codes is provided in the school attendance guidance</p> <p>Admission register</p> <p>A pupil's name can only lawfully be deleted from the admission register on the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended.</p> <p>Schools may wish to seek their own legal advice and should ensure that they have appropriate evidence before deleting a pupil's name from the admission register.</p>	
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				Remote education Where you are able to do so, you should provide remote education for pupils who are abroad and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.	
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Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions
Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents	Transmission of the virus	Staff & Pupils	<p>You should put in place and maintain an enhanced cleaning schedule. This should include:</p> <ul style="list-style-type: none"> • more frequent cleaning of rooms or shared areas that are used by different groups • frequently “touched surfaces” being cleaned more often than normal • cleaning toilets regularly • encouraging pupils to wash their hands thoroughly after using the toilet • if your site allows it, allocating different groups their own toilet blocks • Staffrooms are cleaned regularly including items such as: - kettles, toasters, microwaves, dishwashers etc. • Windowsills, ledges, and handles (where windows are being opened to allow ventilation) 	<p>To meet the cleaning regimes and conform to government guidance on maintaining the standard required to reduce the risk of contamination – you may need to consider increasing resources and extending the hours cleaning staff operate</p> <p>For further information on cleaning visit the governments advice</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <p>Further information can be found in the Cleaning Guidance for Schools – please note this has been updated</p> <p> Cleaning Guidance for Schools May 2021</p>	Daily school cleaner to continue cleaning all school building through the school day in addition to after school cleaners.

Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions
Dressing up clothes	Transmission of the virus	Staff & Pupils	Dressing up clothes can now be used in all settings, ideally, they should not be swapped by pupils in the same session		Infant children: Only use dressing up clothes from own bubble and no sharing/swapping of clothes during the session.

Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions
Keep occupied spaces well ventilated	Transmission of the virus	Staff & pupils	<p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.</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.</p> <p>Mechanical ventilation systems</p> <p>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.</p> <p>If possible, systems should be adjusted to full fresh air or, if not, then systems</p>	<p>The advice from the HSE following their “spot checks” is that fire doors should not be propped open to aid ventilation.</p> <p>Should you have limited ventilation through open windows, doors can only be propped open when a door guard or mag lock is installed.</p> <p>A door guard holds the door back and releases the door when it hears the fire alarm.</p> <p>A mag lock holds the door back until the fire alarm is activated.</p> <p>The area would need to be adequately supervised to ensure no pupils can leave the premises unnoticed / unsupervised.</p>	<p>All classrooms and communal areas to have windows and doors open to ensure good ventilation.</p> <p>Fire doors to not be propped open, however.</p>

			<p>should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.</p> <p>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE COVID-19 advice provides more information</p> <p>Natural ventilation</p> <p>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) and opening internal doors can also assist with creating a throughput of air.</p> <p>If necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so).</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p>		
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			<ul style="list-style-type: none"> • opening high-level windows in colder weather in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing – for more information see the school uniform section • rearranging furniture where possible to avoid direct draughts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>		
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SECTION 3: SCHOOL RISK ASSESSMENT

Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions
Pupils travelling from abroad	Transmission of the virus	Staff & pupils	<p>Where pupils travel from abroad to attend a boarding school you will need to explain the rules to pupils and their parents before they travel to the UK</p> <p>Anyone who is not a British or Irish national, or who does not have the right to reside in the UK, who has travelled from or through a 'red list' https://www.gov.uk/guidance/transport-measures-to-protect-the-uk-from-variant-strains-of-covid-19 country in the previous 10 days, is not permitted to enter the UK and should be told not to travel.</p> <p>Guidance has been issued on the quarantine arrangements for boarding school students travelling to attend a boarding school in England who meet the UK entry requirements and have travelled from or through a 'red list' country in the previous 10 days</p> <p>The rules for pupils travelling from amber and green list countries are</p>		


			<p>different and are explained in the rules for entering guidance. https://www.gov.uk/guidance/red-amber-and-green-list-rules-for-entering-england</p> <p>Pupils travelling from amber list countries may quarantine at home or at accommodation provided by their school for 10 days.</p> <p>Pupils travelling from green list countries do not need to quarantine unless their COVID-19 test result is positive</p> <p>You should have plans for the collection and transfer of pupils travelling from red and amber list countries, from their point of arrival, and put in place suitable arrangements for their quarantine, which may be in the school's boarding accommodation.</p>		
Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions

Specialist, clinicians etc. visiting schools to provide a service to pupils with SEND	Transmission of the virus	Staff & pupils	<p>Specialists / clinicians should not enter the School premises if they are displaying symptoms of covid-19</p> <p>Specialists, therapists, clinicians, and other support staff for pupils with SEND should provide interventions as usual. 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. Such specialists will be aware of the PPE most appropriate for their role</p> <p>A record must be kept of all specialists and clinicians to site for track and trace purposes</p>	.	<p>Any visitors linked to SEN children will follow our EPS risk assessment and sign in and out.</p> <p>Visitors will wear face coverings and socially distance.</p>
Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions
Wrap around providing and extra-curricular provision – Breakfast &	Transmission of the virus	Staff & pupils, external providers	<p>Wraparound provision and extra-curricular activity</p> <p>You should be working to resume all your before and after-school activities</p>	<p>However, you must ensure that:</p> <p>You continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting.</p>	Ecclesall Kids club breakfast club and after school club follow the EPS school risk assessment in the same way with year group bubbles

after School clubs			<p>and wraparound childcare for your pupils.</p> <p>All parents may access wraparound and extra-curricular provision for their children, without any restrictions on the reasons for which they may attend.</p> <p>You should continue to work closely with any external wraparound providers which your pupils may use to minimise mixing between children.</p> <p>This can be achieved by taking steps such as trying to keep children in consistent groups as described below.</p> <p>Where providers are offering organised activities for children, such as wraparound childcare or extra-curricular activities are outdoors, this can currently happen in groups of any number. However, until 17 May (in line with Step 3 of the roadmap) if the provision is taking place indoors, and it is not possible to group children in the same bubble as they are in during the school day, providers should keep children in consistent groups of no</p>	<p>Smaller groups should be considered when it is not possible to do this.</p> <p>When considering appropriate group sizes, it will be important to take into account factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation.</p> <p>For example, guidance for providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person. The guidance for providers who run community activities, holiday clubs, after-school clubs, tuition, and other out-of-school provision for children may help you to plan extracurricular provision, including appropriate group sizes.</p> <p>Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also:</p> <ul style="list-style-type: none"> • advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible • encourage them to check providers have put in place their own protective measures 	and all safety measures.
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			<p>more than 15 children and at least one staff member.</p> <p>From 17 May, in line with the commencement of Step 3 of the roadmap, where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number.</p>	<ul style="list-style-type: none"> • send them the link to the guidance for parents and carers • <p>If you hire out your premises for use by external wraparound childcare providers, such as after-school or holiday clubs, make sure these organisations have: considered the relevant government guidance for their sector put in place protective measures</p>	
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Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions
Transition Planning	Transmission of the virus	Staff & Pupils	Planning for new starters in school and pupils moving to new settings/schools is extremely important and every school/setting will have different issues to consider based on their demographics and pupils needs. This alongside that many pupils have missed out on a lot	Please refer to the Summer 2021 transition/events planning principles document.	<p>New Reception parents/carers letter June 2021</p> <p>We are delighted to be able to offer your child a small group, outdoor visit to school. In order for this visit to go ahead we have to adhere to strict guidelines from Public</p>

		<p>of school-based activity means that schools have some difficult decisions to make about what will work and what will not increase risk in bringing pupils and parents together for transition purposes as the end of the school year approaches.</p> <p>From a public health perspective, where possible schools/settings should limit transition events to only those that are really needed.</p> <p>This means finding alternative ways of delivering transition through virtual events as much as possible. Particularly in the secondary sector as we are advising against transition events which bring parents/carers into school settings.</p> <p>For primary settings it is understandable in foundation stage for children starting new schools that some engagement with parents may be required. Where these occur, they should not involve bringing large numbers of parents/carers together inside school.</p> <p>With regards to face to face introductions for pupils moving up to</p>	 <p>Schools guidance - summer 2021.pdf</p>	<p>Health. Please note this visit will be subject to change if we receive alternative advice from Public Health.</p> <p>Your child is invited to a ‘stay and play’ session in our Reception outdoor area. Parents, please access school via the High Storrs Road entrance where a member of SLT will guide you to the Reception gate where the staff will greet your child. We ask that all parents leave the school grounds and do not congregate in the playground. Please be aware that social distancing rules (at least 2 metres) will apply. School staff will not be able to make close contact with your child and we ask you please to consider carefully if your child will be confident in this situation. If your child is upset we will unfortunately not be able to offer close comfort. It is imperative that we follow Public Health guidelines and do not put staff at risk of isolation which would have a huge impact on the current Reception cohort. We thank you for your understanding.</p> <p><u>Polars outdoor visit-Wednesday 7th July</u></p> <p>There will be 3 time slots over the afternoon and the children are invited in groups of 10.</p> <p>Your child has been allocated a 1.00pm-1.30pm slot. Please ensure you arrive and pick up on time. Unfortunately we will not be able to offer an alternative slot.</p> <p>The visit will go ahead regardless of the weather so please ensure your child comes in a waterproof coat and wellies if it is wet.</p>
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			<p>junior schools or Year 6 and Year 11 pupils moving to new schools we suggest that schools carefully consider these and as advised by the DfE should complete thorough risk assessments before running transitional, taster and open days to ensure that they are run in line with your system of controls and align with the advice contained within the DfE schools guidance and the roadmap out of lockdown.</p> <p>Where you intend to put a face-to-face meeting in place, please ensure that these follow COVID-19 secure measures and if helpful speak to members of the LA Public Health Team to talk through your plans. It is important to consider the numbers of pupils involved and the mixing of different groups of children from schools/settings across the city.</p>		<p>We are very much looking forward to getting to know all our new children and families and look forward to meeting you all very soon.</p> <p>Thank you for your continued support.</p> <p><u>Year group transition (present Reception to Y5)</u></p> <p><u>Transition support</u></p> <p>Normally at this time of year we have transition time for all classes. This year we have had to adapt our plans to make sure they are in line with the latest risk assessment and advice from Public Health.</p> <p>We are going to have a transition week, 5th – 9th July. Throughout the week the children will have chance to reflect on the past year, and opportunities to discuss hopes/dreams and worries about the next year with their current teacher. All children will take part in an outdoor transition event and will meet their new teacher on Wednesday 30th June, weather permitting. In addition, the children will receive a ‘Meet The Teacher’ poster and a ‘New Class’ poster to show who their new teacher is, a photo of their classroom and which teaching assistants will be working in their new year group.</p> <p>In September when the children return to school, all classes will be focussing on ‘new beginnings’ and building relationships with each other.</p>
Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions

General Points for Using Drinking Fountains & Water Coolers	Transmission of the virus	Staff & pupils	<p>Public drinking water supplies are safe to drink, however the surfaces around the fountain including the spout, button/lever and nozzles could pose a risk for the transmission of COVID-19 and other germs.</p> <ul style="list-style-type: none"> • Don't place your mouth on the spout of the fountain or allow your water bottle to come into contact with the nozzle when refilling. • Test the water flow and let the water flow for 10 seconds to allow for fresh, clean water to come through prior to drinking. • If the fountain requires you to push a button or lever, clean the surface before and after, or use your elbow. • Hands should be washed or sanitised before use. • Disposable cups should not be freely provided to minimise the risk of persons touching cups that will be used by others. • Staff & pupils should fill their own mug/cup/bottle from water coolers and drinking fountains. • Staff & pupils should not drink directly from drinking fountains. 		Water fountains out of use at present during the summer term

Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions
Elective Home Education (EHE)	Transmission of the virus	Staff & pupils	<p>Elective home education (EHE)</p> <p>You should encourage parents to send their children to school, particularly those who are vulnerable.</p> <p>EHE does not automatically put children at greater risk of harm. You should consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school.</p> <p>If you feel there is additional cause for concern, you should follow your own organisation's child safeguarding policy and refer this to the designated safeguarding lead (DSL) who will then consider making a referral to the local authority in line with existing procedures.</p>	<p>Part 1 of keeping children safe in education is clear that you are expected to support social workers and other agencies following any referrals. You will already be aware which children have a social worker assigned to them or their immediate family.</p> <p>You should work with local authorities and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child.</p> <p>You may find it helpful to direct parents to the advice on understanding what EHE is. Schools are not required to provide any support to parents that have withdrawn their child for EHE. Support provided by local authorities is discretionary, including support for a child's special educational needs.</p> <p>If a parent wants you to admit their child, you should follow your normal processes for in-year admissions applications. Or, put them in touch with their local authority admissions team to discuss how to apply for a school place for their child.</p>	

			<p>This should happen as soon as you become aware of a parent's intention, or decision, to home educate.</p> <p>Alerting local authorities as soon as possible where needed helps them to check if a child is receiving statutory social care services and notify any relevant social worker to work with the home education team to carry out any further checks or assessments that may be needed.</p>		
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Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions
Educational Visits	Transmission of the virus	Staff & pupils, educational visit providers	<p>Educational day visits</p> <p>In line with the roadmap, schools can resume educational day visits from 12 April.</p> <p>Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time.</p> <ul style="list-style-type: none"> • This includes system of controls, such as keeping children within their consistent groups • and the COVID-secure measures in place at the destination. <p>Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely.</p> <p>As part of this risk assessment, schools will need to consider what control measures need to be used</p>	<p>Schools should consult the health and safety guidance on educational visits when considering visits.</p> <p>Risk assessment for residential educational visits Annex C sets out the conditions that should be met when planning and undertaking a residential educational visit as part of Step 3.</p> <p>You should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely.</p> <p>You should consider the principles set out in the system of controls and annex C to assure yourself that you are taking children into a safe environment.</p> <p>annex C – further guidance on domestic residential educational</p> <p>New bookings</p> <p>For new bookings, whilst there are still gaps in the traditional insurance market regarding COVID-19 cancellation cover, schools should be able to secure</p>	<p>At present, parents/carers or other volunteers are not allowed into school or to help on school trips.</p> <p>Staff ratios need to be taken into consideration carefully when planning future trips.</p> <p>Working closely with Evolve at Sheffield City Council for support and advice.</p>

			<p>and follow wider advice on visiting indoor and outdoor venues.</p> <p>Domestic residential educational visits</p> <p>In line with the roadmap, schools can undertake domestic residential education visits, from 17 May.</p> <p>Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time.</p> <p>You should keep children within their consistent groups (bubbles) for the purpose of the visit.</p> <p>New bookings</p> <p>For new bookings, whilst there are still gaps in the traditional insurance market regarding COVID-19 cancellation cover, schools should be able to secure appropriate travel insurance for other aspects of their visit.</p>	<p>appropriate travel insurance for other aspects of their visit.</p> <p>Given the likely gap in COVID-19 cancellation related insurance, schools considering booking a new visit are advised to ensure that any new bookings have adequate financial protection in place.</p> <p>Many providers are now offering no cost deferral to a later date or a full cash refund of all monies paid against a new booking should a deferral not be acceptable.</p> <p>Other measures that may be available include insurance backing of 'COVID-19 guarantee' extended payment terms financial protection in case of insolvency membership of industry organisations</p> <p>You should speak to either your commercial insurance provider, the Risk Protection Arrangement (RPA) or an outdoor education adviser to assess the protection available and make sure it provides suitable protection in the event of a COVID-19 related cancellation.</p> <p>If unsure contact organisations such as the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI) for independent advice on insurance cover and options</p>	
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			<p>Given the likely gap in COVID-19 cancellation related insurance, schools considering booking a new visit are advised to ensure that any new bookings have adequate financial protection in place.</p> <p>Many providers are now offering no cost deferral to a later date or a full cash refund of all monies paid against a new booking should a deferral not be acceptable.</p> <p>Other measures that may be available include insurance backing of 'COVID-19 guarantee' extended payment terms financial protection in case of insolvency membership of industry organisations</p> <p>You should speak to either your commercial insurance provider, the Risk Protection Arrangement (RPA) or an outdoor education adviser to assess the protection available and make sure it provides suitable protection in the event of a COVID-19 related cancellation.</p> <p>If unsure contact organisations such as the British Insurance Brokers' Association (BIBA) or Association of</p>		
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			<p>British Insurers (ABI) for independent advice on insurance cover and options</p> <p>International visits</p> <p>The government has now published red, amber, and green list rules for entering England. Red, amber and green list rules for entering England - GOV.UK (www.gov.uk)</p> <p>Given the complexities attached to international travel at this stage of the pandemic, we recommend schools do not go on any international visits this academic year up to and including 5 September 2021.</p> <p>The position beyond 5 September will be reviewed again in advance of Step 4.</p>		
Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions

Music, Dance, Drama & Performances	Transmission of the virus	Staff & pupils, music staff	<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>Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the guidance on the performing arts. Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective DfE guidance for these sectors</p>	<p>Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts. Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective Department for Education guidance for these sectors.</p> <p>https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</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. https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing</p> <p>Social distancing</p>	

			<p>Minimising contact between individuals</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>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, ideally 2 metres from other adults</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>Seating positions</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 that the air from their instrument does not blow into another player.</p> <p>Microphones</p> <p>Use microphones where possible or encourage singing quietly.</p> <p>Handling equipment and instruments</p> <p>Measures to take when handling equipment, including instruments, include the following.</p>	
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			<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>Performances</p> <p>If planning an indoor or outdoor face-to-face performance in front of a live audience, you should follow the latest advice in the working safely during</p>	<ul style="list-style-type: none"> • increased handwashing before and after handling equipment, especially if being used by more than one person. • Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets. • If instruments and equipment must be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones, and music stands) and always between users. • Instruments should be cleaned by the pupils playing them, where possible. • Limit handling of music scores, parts and scripts to the individual using them • 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. • 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. 	
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			<p>COVID-19 in the performing arts guidance, https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts which provides details of how to manage audiences as well as carry out performing arts safely. If planning an outdoor performance, you should also consider the guidance on delivering outdoor events. https://www.eventsindustryforum.co.uk/index.php/11-features/14-keeping-workers-and-audiences-safe-during-covid-19</p> <p>You may wish to still consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</p> <p>Singing, and playing wind and brass instruments in groups</p> <p>Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social</p>	<p>Individual lessons</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>If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/homes and the guidance for out-of-school provision. https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</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>	
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			<p>distancing and mitigation can be maintained.</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. The government has published advice on safer singing https://www.gov.uk/government/publications/covid-19-suggested-principles-of-safer-singing/covid-19-suggested-principles-of-safer-singing</p> <p>Playing outdoors</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>Playing indoors</p>		
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			<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>		
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Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions
Physical activity in schools	Transmission of the virus	Staff & pupils, external PE / swimming providers	<p>Physical activity in schools</p> <p>You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls.</p> <ul style="list-style-type: none"> Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. 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. 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 	<p>Refer to:</p> <ul style="list-style-type: none"> guidance on grassroot sports for public and sport providers, safe provision and facilities, and guidance from Sport England advice from organisations such as the Association for Physical Education and the Youth Sport Trust guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents using changing rooms safely <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> <p>Please also contact Rachel Jones Rachel.Jones@sheffield.gov.uk for Sheffield specific information and updates or visit the Sheffield School Swimming Website</p>	<p>Children are taught indoor PE in their class bubbles and for outdoor PE a mixture of class and year group bubbles.</p> <p>Sports day events</p> <p>Each year group will be having an afternoon sports day as a year group bubble but kept mainly in class bubbles outdoors. No parents/families to attend this however. Only staff from each year group.</p>

			<p>scrupulous attention to cleaning and hygiene.</p> <ul style="list-style-type: none"> • This is particularly important in a sport setting because of the way in which people breathe during exercise. • External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. • 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 such as sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. • From 29 March, outdoor competition between different schools can take place. • From 12 April, indoor competition between different schools can take place. 	<p>For Sheffield specific Covid--19 specific RA's and additional documentation please go to our Covid-19 page.</p> <p>For any other information please contact Emma Banks 07761058622 emma.banks@sheffield.gov.uk</p>	
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Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure	School Response and Actions
Pupil Wellbeing & Support	Transmission of the virus	Staff & pupils	<p>Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress, or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. 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"> support the rebuilding of friendships and social engagement address and equip pupils to respond to issues linked to coronavirus (COVID19) support pupils with approaches to improving their physical and mental wellbeing 	<div>  <p>Guidance for Primary Care - Children and '</p> </div> <div>  <p>Healthy Minds Top Tips for school staff c</p> </div> <p>Support and resources</p> <p>Through the Wellbeing for Education Return programme the government funded a webinar to support school and college staff. https://www.youtube.com/watch?v=MYmBLnSQh3M</p> <p>Teachers can also access the free MindEd learning platform for professionals, https://www.minded.org.uk/ which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a COVID-19 staff resilience hub https://covid.minded.org.uk/ with advice and tips for frontline staff.</p>	

		<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 https://www.minded.org.uk/Component/Details/685525 can help with offering pastoral support for wellbeing.</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. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 Consider any referral to statutory services (and the police) as appropriate</p> <p>.</p> <p>Work with school nurses, where they are in place, to:</p> <ul style="list-style-type: none"> • ensure delivery of the healthy child programme (which includes immunisation) https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-school-nurse-commissioning 	<p>The Relationships, Sex and Health Education (RSHE) training module on teaching about mental wellbeing will help improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. https://www.gov.uk/guidance/teaching-about-mental-wellbeing</p> <p>You can access Whole School SEND consortium resources on the Whole School SEND Resource page of the SEND gateway. https://www.sendgateway.org.uk/resources</p> <p>They have also produced:</p> <ul style="list-style-type: none"> • a leaflet about successful returns following a period of absence • a leaflet on transition planning for post-year 11 destinations https://www.sendgateway.org.uk/resources/transition-planning-year-11 • a COVID-19 SEND review guide https://www.sendgateway.org.uk/resources/covid-19-send-review-guide • a handbook to support teachers to take a whole school approach to supporting pupils following a traumatic event https://www.sendgateway.org.uk/resources/recovery-re-introduction-and-renewal-safe-and-successful-returns-school 	
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			<ul style="list-style-type: none"> • identify health and wellbeing needs • provider support for resilience, mental health and wellbeing including anxiety, bereavement, and sleep issues • support pupils with additional and complex health needs 		
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Inspection

State-funded school inspection

It is intended that Ofsted will resume its full programme of routine, graded school inspections in September 2021.

During the summer term, Ofsted intends to restart some onsite inspections under its Education Inspection Framework. The inspections are due to start from 4 May. Details of the inspection plans are available at [Ofsted: coronavirus \(COVID-19\) rolling update](#).

Ofsted is currently piloting some changes to its inspections to take account of the challenges raised by COVID-19. It intends to publish updated inspection handbooks with full details of these changes in April.

Independent schools (not including academies) inspection

Ofsted and the Independent Schools Inspectorate (ISI) will continue to undertake emergency, progress monitoring and material change inspections where appropriate in the summer term.

For the summer term 2021, from 4 May, Ofsted intend to restart some onsite standard inspections under its Education Inspection Framework and ISI intend to restart some standard inspections under its Regulatory Compliance Inspection Framework. Further information about these inspection arrangements will be available from inspectorates soon.

Exams and assessments

Primary assessment

We have cancelled the statutory Key Stage 1 and Key Stage 2 tests and key teacher assessments planned for summer 2021, including the Key Stage 2 tests in reading and mathematics.

You should continue to use assessment during the summer term, using past test papers if you wish. This will inform teaching, enable you to give information to parents on their child's attainment in their annual report, and support transition to secondary school.

We are planning for a full programme of primary assessments to take place in the 2021 to 2022 academic year.

Exams

GCSE, A and AS levels exams will not go ahead this summer as planned.

Students taking GCSE, AS and A levels, will receive grades based on teacher assessment, with teachers supported to reach their judgements by guidance and training from the exam boards.

Information about [awarding qualifications in summer 2021](#) is available.

Guidance on year 11 to 13 exam cohort attendance and provision for the 2021 summer term can be found in [annex B](#).

Accountability expectations

Performance tables were not published for the 2019 to 2020 academic year. We will not judge schools on data based on exams and assessments from 2020.

We will not publish data based on exam and assessment results from summer 2021 on school and college performance tables.

Read [coronavirus \(COVID-19\): school and college accountability](#) to see what this means for accountability in 2019 to 2020 and 2020 to 2021.

Contingency planning

For individuals or groups of self-isolating pupils and pupils who are shielding following government guidance related to coronavirus (COVID-19), remote education plans should be in place.

You should continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, you may be asked to revise your delivery models for a short period of time. To help with this, we have published a [contingency framework](#), which outlines how schools should operate in the event of any restrictions.

Any decision that there should be local restrictions in any childcare or education settings will be made by central government on a case-by-case basis.

Find guidance on how schools can order devices and access support to get set up with a digital platform at [get help with technology](#).

Annex B: summer term for pupils in years 11 to 13

Many schools usually incorporate a period of independent study leave in the summer term for year 11 and 13 pupils as exams approach. However, this year the needs of the cohort will be different, and a period of independent study leave may not be applicable.

The 2021 exams approach requires you to submit grades by 18 June 2021. This process requires considerable staff resource, and we recognise that in practice, for many pupils, work done after the May half term will not contribute towards their grades.

We have therefore set out guidance about valuable activities pupils should be engaged in.

You should make appropriate judgements on the activities for their own pupils. This might not mean full-time provision and could include visits to education providers, independent study or remote provision combined with attendance in person.

We are not changing the legislation that governs compulsory school age. As usual, pupils cease to be of compulsory school age on the last Friday of June in the year in which they turn 16. That means that those pupils (most of whom will be in year 11) are not required to attend school after this date.

We know that this year, many schools will already have plans in place for the last half of the summer term to support their current pupils. We strongly encourage you to maximise opportunities that meet the progression needs of your students during this period.

As usual, you need to record pupils in the register using the most appropriate code. This may be either authorised absence or unauthorised absence.

Activities to consider

Design and plan content to support pupils to embed curriculum content in which they are less secure which may include remote or independent work

This can include using:

- video lessons and summer education recovery resources from [Oak National Academy](#) (for up to year 11)
- other high-quality resources including the free digital resources in the [skills toolkit](#)

Liaise with local 16 to 19 providers (which may be your own school sixth form, but may also be other local sixth form or FE colleges) to support pupils' transition to A level study or vocational technical qualifications

This can include identifying and prioritising the delivery of content deemed essential for the course(s) to cover, either in the classroom, remotely, or for pupils to follow up themselves.

You should:

- give FE providers access to all year 11 pupils ahead of the summer to inform their options and choices and provide taster sessions
- support pupils who have not secured a post-16 route and assist them in finding a route which best meets their progression needs and aspirations

You could enable all post-16 providers to contact all their pupils and offer transitional programmes, including during school time from the assessment period.

Provide support to students around their training and pastoral needs, as well as study skills post-16

You should:

- work with local authorities to agree how those at risk of becoming NEET (Not in Education, Employment or Training) can be referred for intensive support, drawn from the range of education and training support services available locally
- provide support on study skills, other enrichment activities, careers advice and guidance for students on the options available, as well as the support available for mental health and wellbeing for all students progressing to further study or employment
- support students completing apprenticeship applications and preparing for work, in partnership with employers, including providing work experience (so far as COVID-19 restrictions apply)

Annex C: domestic residential educational visits

Overview

The purpose of this guidance is to highlight the issues that all schools and their designated educational visits coordinator or visit leader should think about when considering any domestic residential educational visit. [General guidance](#) about educational visits is available, with specialist advice available from the [Outdoor Education Advisory Panel \(OEAP\)](#). All educational visits must be fully compliant with COVID-19 requirements.

It is important to remember that the UK is still operating under COVID-19 restrictions and that any educational visit that takes you to either [Scotland](#), [Wales](#) or [Northern Ireland](#) must be COVID-19 compliant with the required regulations at the educational visit destination.

In addition to the general COVID-19 guidance, you should operate within the principles outlined in this guidance. This includes working within the system of control, especially keeping children within their established bubbles throughout the visit and following the COVID-19 specific health and safety advice in [annex A: health and safety risk assessment](#).

All providers operating educational visits for schools should follow requirements on [hotels and other guest accommodation](#). You should familiarise yourself with the content of this guidance to ensure that accommodation arrangements for the educational visit are in line with the required standards.

You should be fully engaged with parents, carers, and children about the organisation of the visit and the COVID-19 measures in place, from the initial planning to completion of the visit. You should be very clear and able to demonstrate that the visit has been fully risk assessed and that measures are in place to ensure that, as far as is practicably possible, the visit is and will remain COVID-19 compliant.

This guidance will continue to be reviewed and updated in line with the [roadmap](#) which is the government's approach to the easing of COVID-19 restrictions.

Considerations when planning educational visits

Bubble size

You should follow these principles when establishing your visit bubbles:

- bubbles should be formed from existing school bubbles such that residential visit bubbles only have pupils from a single existing bubble
- form bubbles no larger than circa 30 children - where possible aim to establish smaller bubbles
- only teachers and members of the school workforce already part of the established school bubble should accompany pupils on the visit as they are already part of the existing school bubble - they do not count towards the bubble size
- parents, carers, or volunteers should not accompany the group to maintain the integrity of the bubble

Risk assessments

You must undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. You should refer to:

- [annex A: health and safety risk assessment](#)
- [health and safety on educational visits](#)
- [HSE's working safely during the COVID-19 pandemic](#)

The risk assessment should, amongst other things, set out how:

- the integrity of the bubble will be maintained throughout (including during recreational times) - you should:
 - not 'top up' or mix the bubbles at any time during the visit
 - think very carefully about how you will maintain the integrity of large bubbles
- the integrity of the bubbles will be maintained, and bubble mixing prevented if more than one bubble is going on the trip
- you will maintain the bubble throughout the visit and ensure that bubbles do not mix with other school groups or bubbles or other guests
- contingency plans enable a rapid response to symptoms developing in the group or someone needing to self-isolate

Your risk assessment and extra planning must reflect the public health restrictions in place and your residential visit provider should be able to demonstrate how their centre meets the requirements set out in the guidance on [hotels and other guest accommodation](#). You should request this information prior to any visit and pay particular attention to how the centre will manage any COVID-19 cases during your stay.

Secondary schools should consider how you might use [asymptomatic testing](#) to manage the COVID-19 risk. Testing remains voluntary but strongly encouraged and you should consider how you utilise and encourage testing before and after the visit for secondary school children. All schools should consider how you utilise and encourage testing before and after the visits for school staff.

You should consider if there are additional factors to be considered for children (and staff) with SEND and medical conditions to comply with COVID-19 safety measures at the venue. Special schools and other [specialist settings](#) will help with this.

You should give consideration to spending as much time outdoors as possible whilst on the visit as this reduces the rate of transmission of the virus.

General preparation

You should check in advance that the provider has assessed the risk of COVID-19 and implemented appropriate control measures. In particular, you should ask the accommodation provider to confirm that they:

- are confident they can maintain the integrity of the school bubble and prevent mixing with other guests and bubbles
- have assessed overnight sleeping arrangements in line with the size of the group that will be expected to share rooms or dormitories, particularly in respect of measures to ensure appropriate ventilation (see more in the accommodation section)
- have measures in place to ensure the [effective and frequent sanitising and cleaning](#) of any shared facilities such as:
 - bathrooms
 - kitchen or dining
 - any potentially shared equipment or communal facilities
 - frequently touched surfaces

Both the school and the accommodation provider have a responsibility to ensure the integrity of the bubble is maintained throughout the visit. If asked, the provider should be in a position to set out how the integrity of the bubble can be maintained throughout the visit.

Accommodation

You should be familiar with the guidance on [hotels and other guest accommodation](#).

It sets out for accommodation providers that schools organising residential visits are asked to limit bubbles to no larger than circa 30 pupils. It also sets out that schools may bring multiple bubbles on a visit, as long as the integrity of the separate bubbles can be maintained.

The accommodation guidance sets out that residential educational visits organised by a school should be conducted in a way that maintains the integrity of the established school visit bubble. Accommodation providers should reflect this in their risk assessments. As part of your own risk assessment, you should carefully consider the size of the bubble proposed for the visit and how the integrity of that bubble can be maintained throughout the visit.

Overnight sleeping arrangements place children and staff at increased risk of exposure to COVID-19. As a consequence, if the educational visit contains more than 6 people it is strongly recommended that the bubble is broken down into smaller groups for sleeping and room sharing is limited as far as possible. You should speak to your accommodation provider about sleeping arrangements in advance of the visit. It is also recommended that members of school staff have their own single room and do not share with other members of school staff. The accommodation provider risk assessment should amongst other things manage the numbers in each room overnight, space between beds, space between groups of beds and reflect the [HSE standards on the quality of ventilation](#).

In advance of any visit, it will be important for you to confirm arrangements with the accommodation provider, especially with regard to maintaining the integrity of the bubble, arrangements for overnight accommodations and travel to, from and during the visit. The guidance on [hotels and other guest accommodation](#) sets out the process and procedures any accommodation provider should follow when they are welcoming education settings on residential visits.

Insurance

As a school you should have an appropriate level of insurance cover whilst on an educational visit. Whilst it may be difficult to secure COVID-19 cancellation cover for new bookings any visits booked prior to the COVID-19 pandemic are likely to include cover for COVID-19. If unsure, you are advised to check with your insurance provider or broker, or the [Risk Protection Arrangement \(RPA\)](#), for information on the level of cover or protection available, especially in the event of a COVID-19 related cancellation.

It is important to note that we do not get involved in disputes regarding your travel provider's, or travel insurer's, performance, or behaviour. Any dispute should be resolved in line with the contractual arrangements and in line with the relevant industry and sector representative body bonds, standards or codes of practice, consumer rights legislation or the current regulator guidance or domestic regulations. Any dispute should be resolved in line with the contractual arrangements and in line with the relevant industry and sector representative body bonds, standards or codes of practice, consumer rights legislation or the current regulator guidance or domestic regulations.

The Association of British Insurers (ABI) has produced information on [travel insurance implications following the COVID-19 pandemic](#).

Travel

Schools should carefully consider and plan their travel arrangements to and from their destination and follow the advice set out in this guidance. It is important to observe and make travel plans that reflect the system of controls, especially in relation to maintaining the integrity and exclusivity of the educational visit bubble. General information on travel is available in the [safer travel guidance for passengers](#).



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.



Snap waste ties and fold apron in on itself, not handling the outside as it is contaminated, and put into clinical waste.

Terms/definitions/clarifications etc.		
i	Hand washing protocol	Attached at appendix 1 below https://www.who.int/gpsc/clean_hands_protection/en/
ii	Respiratory hygiene protocol	This means covering your mouth and nose with your bent elbow or tissue when you cough or sneeze. Then dispose of the used tissue immediately. https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public
iii	Momentary contact	Relates to ad hoc interventions that may create proximity to bodily fluid – e.g., a driver putting a seatbelt onto a client.
iv	Sessional use	Surgical facemask can be used multiple times and need not be disposed of until wet, damaged, or uncomfortable. https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control/covid-19-personal-protective-equipment-ppe#section-6
v	Prolonged / Intimate care	Is defined as a role which is personally supporting the client to bathe, wash, feed etc. where there may be close proximity to bodily fluids.

vi	Donning and doffing	Refers to the correct method by which PPE should be put on and taken off. Guidance at appendix 3. https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures https://www.youtube.com/watch?v=-GncQ_ed-9w
vii	Disposal of PPE	PPE should be bagged and disposed of in a lidded bin followed by close adherence to hand washing protocol.
viii	Shielded person	Definition at appendix 2.
ix	Single use	Refers to disposal of PPE after each client interaction.
x	PHE Covid-19 IPC	https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control?utm_source=7c916e5e-b965-44d0-a304-cf38d248abba&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

