

DFE guidance p10 return to school from 8th

In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.

If a pupil is awaiting collection:

- **They should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the pupil, with appropriate adult supervision if required**
- **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**

When an individual has had close contact with someone with coronavirus (COVID-19) symptoms

Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:

- The symptomatic person subsequently tests positive
- They develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)
- They are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)
- they have tested positive from an LFD test as part of a community or worker programme Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left, to reduce the risk of passing the infection on to other people. See the guidance on the cleaning of non-healthcare settings.

2. Ensure face coverings are used in recommended circumstances

Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, we recommend that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils when outdoors on the premises. 12

In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering. We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. As with all measures, we will keep it under review and update guidance at that point. Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19). Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.

Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

Exemptions

Some individuals are exempt from wearing face coverings. This applies to those who:

- Cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties
- Speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate 13

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.

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. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.

Safe wearing of face coverings requires the:

- Cleaning of hands before and after touching – including to remove or put them on

- Safe storage of them in individual, sealable plastic bags between uses. Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.

3. Ensure everyone is advised to clean their hands thoroughly and more often than usual. Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:

- **When they arrive at the school**
- **When they return from breaks**
- **When they change rooms**
- **Before and after eating**

4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach. The 'catch it, bin it, kill it' approach continues to be very important. Make sure enough tissues and bins are available to support pupils and staff to follow this 15 Routine

5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents. In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:

- 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

You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:

- **Specialist teaching**
- Wraparound care
- Transport
- boarding pupils who may be in one group residentially and another during the school day Siblings may also be in different groups.

All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. 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. Try to minimise the number of interactions or changes wherever possible.

Measures elsewhere

You should avoid large gatherings such as assemblies or collective worship with more than one group. When timetabling, groups should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits. Consider staggered break times and lunch times. Make sure you allow time for cleaning surfaces in the dining hall between groups. You should also plan how shared staff spaces are set up and used to help staff to distance from each other.

You should minimise the use of staff rooms, although staff must still have a break of a reasonable length during the day. You should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to:

- **gather at the gates**
- **come onto the site without an appointment**

Attendance

School attendance will be mandatory for all pupils from 8 March. The usual rules on school attendance apply, including:

- **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**

As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority.

Wraparound provision and extra-curricular activity From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training. We will amend the Health Protection (Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for this. Vulnerable children can attend these settings regardless of circumstance. You should advise parents that where they are accessing this provision for their children, that they must only be using this, where:

- **The provision is being offered as part of the school's educational activities (including catch-up provision)**
- **The provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution**
- **The use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group**

You should also continue to work closely with any external wraparound providers which your pupils may use to try to keep children in the same bubble they are in during the school day, as far as possible

Early years foundation stage (EYFS) to Key Stage 3

For pupils in Reception, disapplication of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full.

53 You may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if you think this would support your children following time out due to coronavirus (COVID-19). For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. For Reception, consider how all groups of children can be given equal opportunities for outdoor education. Key Stages 1 and 2

For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages

Relationships, sex and health education (RSHE)

Schools are required to provide some relationships, sex and health education to all secondary age pupils in the academic year 2020 to 2021, and to provide some relationships and health education to all primary age pupils. You are also required by law to publish a Relationships and Sex Education (RSE) policy and to consult parents on this. You must engage with parents on the school's RSE policy. You can do this online and do not necessarily need to do so in person.

You may choose to focus this year's RSHE teaching on the immediate needs of your pupils, such as health education, introducing a more comprehensive RSHE programme in September 2021. You should prioritise RSHE content based on the needs of your pupils, with particular attention to the importance of positive relationships, as well as mental and physical health

Singing, and playing wind and brass instruments in groups 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 distancing and mitigation can be maintained. Try to avoid expelling any pupil with an EHC plan, or a looked-after child

Any disciplinary suspension or expulsion of a pupil from a school, even for short periods of time, must follow the statutory procedure. 'Informal' or 'unofficial' suspensions, such as sending pupils home 'to cool off' for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers.