

Risk Assessment – September Opening

Overarching Guidance for all staff:

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- 1) minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- 2) cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands and wrists are covered
- 3) ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- 4) cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- 5) minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

Staff Principles

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing your manager) and access a test as soon as possible.
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationary).
10. Keep your classroom door and windows open if possible, for air flow.
11. Limit the number of children from your class using the toilet at any one time.
12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
13. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

| Aspect | Measures to Implement | DfE Guidance | Notes | Risk |
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| Staffing including communication | <ul style="list-style-type: none"> ▪ Red amber green RA to be carried out weekly for staff to ensure their mental and physical health is taken into account. ▪ Individual support packages and interventions for staff. ▪ Weekly risk assessment via internal office form to SLT. ▪ Admin teams: To follow the social distancing guidance (2 metres). | <ul style="list-style-type: none"> ▪ talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times) | | H |
| Staffing Rotas | <ul style="list-style-type: none"> ▪ When student numbers increase, we will need to open two sites to be able to continue appropriate social distancing. The second site will be Cornerstone Congleton. ▪ From September we will be opening both sites, Crewe and Congleton. | <p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> ▪ ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days. | | M |
| Pupils | <ul style="list-style-type: none"> ▪ Vulnerable pupils should attend school. For all purpose vulnerable pupils are defined as those who: <ol style="list-style-type: none"> a. are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child b. have an education, health and care (EHCP) plan whose needs cannot be met safely in the home environment c. have been assessed as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children’s social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion ▪ From September all children will return to school. All safety guidelines will still be in place. ▪ Social distancing will also be in place where children will stay 2m away from other children and staff. | <p>As part of the response to coronavirus (COVID-19), educational settings have been asked to continue to provide care for a limited number of children and young people:</p> <ul style="list-style-type: none"> • those who are vulnerable • those whose parents/carers are critical to the coronavirus (COVID-19) response. <p>The government encourages vulnerable children and young people to attend educational settings unless they have underlying health conditions that put them at severe risk.</p> <p>During the coronavirus (COVID-19) outbreak, for the purposes of continued attendance at educational settings, vulnerable children and young people are defined as those who:</p> <ul style="list-style-type: none"> • are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child • have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment • have been assessed as otherwise vulnerable by educational providers or local authorities | | H |

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| | | <p>(including children’s social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children’s social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion</p> <p>Children and young people who are considered extremely clinically vulnerable and shielding should continue to shield and should not be expected to attend.</p> <p>Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A minority of children will fall into this category, and parents should follow medical advice if their child is in this category.</p> <p>Children and young people who live in a household with someone who is extremely clinically vulnerable and shielding should only attend if stringent social distancing can be adhered to and the child or young person is able to understand and follow those instructions.</p> <p>Children and young people who live with someone who is clinically vulnerable (but not extremely clinically vulnerable) as defined in the social distancing guidance and including those who are pregnant, can attend.</p> | | |
| <p>Behaviour Policy</p> | <ul style="list-style-type: none"> ▪ Children who do not follow strict rules and they continue to disobey the strict rules on social distancing and or hygiene routines, then the leadership team may ring parents and that pupil may be sent home. ▪ Children are not to be inside the building alone during lunch time or dinner unless they have requested the toilet. ▪ See Covid-19 addendum to the behaviour policy for Cornerstone AP. | <p>In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you’ll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.</p> <p>Areas schools may wish to add to their behaviour policy are:</p> <ul style="list-style-type: none"> • following any altered routines for arrival or departure | | <p>M</p> |

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| | | <ul style="list-style-type: none"> • following school instructions on hygiene, such as handwashing and sanitising • following instructions on who pupils can socialise with at school • moving around the school as per specific instructions (for example, follow the direction of staff and move straight to the next lesson) • expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands • tell an adult if you are experiencing symptoms of coronavirus • rules about sharing any equipment or other items including drinking bottles • amended expectations about breaks, including where children may or may not play • use of toilets • clear rules about coughing or spitting • clear rules for pupils at home about conduct in relation to remote education • rewards and sanction system where appropriate <p>Identify any reasonable adjustments that need to be made for students with more challenging behaviour.</p> | | |
| Actions <ul style="list-style-type: none"> ▪ Requirement: Pupils to wear different clothes each day. ▪ No bags to be brought in. | | | | |
| PPE | <ul style="list-style-type: none"> ▪ Teacher should not wear gloves unless directed to do so in medical emergencies. ▪ Contenance issues and soiling should not be dealt with by staff. Parent should be rung immediately, and children sent home. | <ul style="list-style-type: none"> ▪ Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot | | H |

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| | | <p>be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.</p> <ul style="list-style-type: none"> ▪ The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: ▪ children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way ▪ if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn | | |
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| Class Size and Groups | <ul style="list-style-type: none"> ▪ No more than 10 pupils in one class/setting ▪ Social distancing applies with desks and movement around the building at all times. ▪ Groups should remain apart from each other for the entire day. ▪ Children will face the same direction. Tables will be arranged so they are all facing the front/teacher. | <ul style="list-style-type: none"> ▪ If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. ▪ Desks should be spaced as far apart as possible. | | M |
| Actions <ul style="list-style-type: none"> ▪ | | | | |
| Physical Building | <ul style="list-style-type: none"> ▪ One child per desk. ▪ Desks to be moved 2m apart and further where possible. ▪ Channels for the teacher to be created behind the desks for teachers to move ▪ Children discouraged from bringing anything from home that is unnecessary. Only a water bottle and coat will be required. ▪ Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. <p>Outdoor Space</p> <ul style="list-style-type: none"> ▪ Where lessons and weather permit, learning is to take place outside, teachers should use outdoor education wherever possible. ▪ Outdoor equipment, however, should not be used unless sufficient cleaning of the equipment can be completed after any activity. Footballs are permitted. <p>Signage</p> <ul style="list-style-type: none"> ▪ Hand sanitiser station posters located around the building and toilets have washing hands posters. | <ul style="list-style-type: none"> ▪ Desks should be spaced as far apart as possible. ▪ Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days ▪ Read COVID-19: cleaning of non-healthcare settings | | M |
| Teaching, Learning and Curriculum | <p>Lessons and activities will be decided by senior leaders during the initial planning phase but will include:</p> <ul style="list-style-type: none"> ▪ All books to stay on desks in front of the child with their other equipment. ▪ All marking to be completed in the books or on paper once the children have left the school site. | <p>refresh the timetable:</p> <ul style="list-style-type: none"> • decide which lessons or activities will be delivered • consider which lessons or classroom activities could take place outdoors | | L |

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| Actions | | | | |
| ▪ Considerations to be review on a weekly basis or dependant on Government advice | | | | |
| Social Distancing | <ul style="list-style-type: none"> Physical contact such as handshakes and hugs must be avoided between educational staff Staff, pupils and adults on site should endeavour to stay 2m apart. Strict adherence to this policy will be monitored. | | | M |
| Timetable for Day | 9:30 - Children start school 9:40 – Session 1 10:30 – Morning break and snack 10:50 – Session 2 12:00 – Lunch & short break 12:40 – Reading 1:00 – Session 3 2:00 – Reflection 2:15 – Afternoon break 2:30 – Children go home for the day | Reduce mixing within education or childcare setting by: <ul style="list-style-type: none"> staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. | | M |
| Lunchtimes | <ul style="list-style-type: none"> Children will wash their hands before lunch Lunch to be eaten on the child’s own table and will be taken to them Lunch will be made by Cornerstone staff or purchased from the school kitchen Lunch does not need to be staggered due to the low numbers of children on site | <ul style="list-style-type: none"> staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms | | M |
| Movement- Children | <ul style="list-style-type: none"> Staff will facilitate the transitions between lessons and at the start and end of the school day. Children will be escorted to the toilet during lesson times and lunch times. | <ul style="list-style-type: none"> considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors | | L |
| Movement- Staff | <ul style="list-style-type: none"> Teachers can sit together (2 metres apart) Teachers should stay in their designated areas as much as possible. | <ul style="list-style-type: none"> stagger the use of staff rooms and offices to limit occupancy | | L |

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| | <ul style="list-style-type: none"> Do not use mobile phones in the classroom. If you need to use your phone you must leave the teaching area but make sure staff are aware and adult/pupil ratio are maintained. | | | |
| Movement- Parents | <ul style="list-style-type: none"> Parents should not enter the school building under any circumstances. Only one parent should drop off and collect children. | <ul style="list-style-type: none"> encouraging parents and children and young people to walk or cycle to their education setting where possible | | L |
| Working Hours | <ul style="list-style-type: none"> Staff should only enter the school site between 8:15am and 4:30pm Cleaner in after 4.30pm. Caretaker before 8.00am. | | | L |
| Premises checks | <p>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</p> <ul style="list-style-type: none"> Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use. <p>Gas safety</p> <ul style="list-style-type: none"> Do not isolate gas supplies to boilers and hot water generation To avoid the risk of leaks and dangerous build-up of gases, isolate gas supplies where not in use, e.g. science labs and prep rooms, design and food technology classrooms, and school kitchens. Otherwise, gas services should remain in normal operation. Continue planned gas safety checks including gas detection/interlocking Fire safety Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated. Carry out weekly checks of alarms systems, call points, and emergency lighting. Carry out regular hazard spotting to identify escape route obstructions. Check that all fire doors are operational. Fire drills should continue to be held as normal. | <ul style="list-style-type: none"> During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety <p>For reference, use the Approved Code of Practice & HSG 274 for hot water.</p> | | M |

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| | <p>Kitchen Equipment that holds water, for example dishwashers and combination ovens</p> <ul style="list-style-type: none"> Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth. <p>Security</p> <ul style="list-style-type: none"> All areas of the school should be kept secure. Access to certain closed areas should only be possible by relevant staff – for example science laboratories, chemical stores and IT rooms. Check that access control and lockdown systems are operational. <p>Ventilation</p> <ul style="list-style-type: none"> All systems to remain energised in normal operating mode. Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off. Where possible, occupied room windows should be open. Ventilation to chemical stores should remain operational. <p>Other points to consider</p> <ul style="list-style-type: none"> Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode. For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building e.g. hygiene rooms, sports hall showers etc. Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers. Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance: https://www.hse.gov.uk/news/work-equipment-coronavirus.htm | | | |
| <p>Toilet facilities</p> | <ul style="list-style-type: none"> Pupils should only enter one at a time into toilets. Caretaker and cleaner to check soap supply is adequate | <ul style="list-style-type: none"> ensuring that toilets do not become crowded by limiting the number of children or young | | <p>H</p> |

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| | | people who use the toilet facilities at one time | | |
| First Aid | <ul style="list-style-type: none"> ▪ PPE should be worn (gloves and masks) when dealing with a first aid incident. ▪ Individual teachers with first aid training should administer basic first aid in the first instance. ▪ Serious injuries should be seen by a fully trained first aider. ▪ Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait outside to be collected by their parents. | | | H |
| Cleaning | <p>Cleaning</p> <ul style="list-style-type: none"> ▪ Toilets will be deep cleaned at the end of each day. ▪ Tables and contact points must be cleaned regularly. ▪ Equipment that has been used (and that can be cleaned) should be identified by the teacher at the end of the day to the cleaner (message on reception) so that those objects can be disinfected. ▪ Resources that cannot be cleaned according to the instructions must be packed away until after the CO-VID-19 epidemic is over. ▪ ICT should be wiped several times daily and between use. If possible, avoid children sharing ICT. ▪ Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used. ▪ Bins must be emptied before they are full and at least once daily. ▪ Cleaner to only enter the building when all staff and pupils have exited. ▪ Communication from teacher to cleaner should be at the main reception at the end of each day. <p>Classrooms</p> <ul style="list-style-type: none"> ▪ Desks should be wiped regularly. ▪ All classrooms will have a spray bottle and cloth and hand sanitizer. ▪ Any objects the children touch should be disinfected once use has finished. | <ul style="list-style-type: none"> ▪ discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this ▪ follow the COVID-19: cleaning of non-healthcare settings guidance ▪ ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments ▪ clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal | | H |

| Actions | | | | |
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| <ul style="list-style-type: none"> ▪ Ensure supply chains for cleaning products | | | | |
| Communication to children | <ul style="list-style-type: none"> ▪ Call all children that do not attend on a daily basis to discuss welfare and work progress. ▪ Cornerstone staff will be directed by the Head teacher to make the welfare calls. | <ul style="list-style-type: none"> ▪ noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules) ▪ tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) | | L |
| Communication to and from Parents | <ul style="list-style-type: none"> ▪ Essential correspondence sent out via letter, email and class dojo. ▪ Any forms or messages from parents should be emailed to Chris Ayres ▪ Communicate methods of entry and exit to the school grounds. ▪ Parents must not enter the building. Staff will collect children for outside the reception area for Haslington. ▪ Children will be dropped off by parents at the side gate where they will be collected by Cornerstone staff. | <ul style="list-style-type: none"> ▪ tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend ▪ tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact. ▪ make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) | | M |
| Management of confirmed cases | <ul style="list-style-type: none"> ▪ Manage any confirmed cases in accordance with DfE guidelines (see guidance in next column) | <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> | | |

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| | | <p>The health protection team will work with schools in this situation to guide them through the actions they need to take.</p> <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:</p> <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their setting immediately, and must isolate as advised by NHS Test and Trace. Schools should not request | | |
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| | | <p>evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <ul style="list-style-type: none"> ▪ | | |
| <p>Track and Trace Programme</p> | <ul style="list-style-type: none"> ▪ Fully engage with Track and Trace Programme following all guidelines (see guidance notes in next column). | <p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit. • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or</p> | | <p>H</p> |

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| | | <p>staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits. Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> • if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. • if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate as directed by NHS Test and Trace then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. | | |
| <p>Shielding and clinically vulnerable children and adults.</p> | <ul style="list-style-type: none"> ▪ Individual support packages and interventions for staff are available through Educare – make all staff aware. ▪ All staff will be expected to return to work. Individual cases where a member of staff does not wish to, or feel able to return to work will be addressed by the DOB in consultation with HR and the member of staff. ▪ | <ul style="list-style-type: none"> ▪ Following the reduction in the prevalence of coronavirus and relaxation of shielding measures from 1 August, we expect that most staff will attend school. ▪ It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate. | | <p>M</p> |

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| Visitors | <ul style="list-style-type: none"> ▪ Any visitors who are not critical to teaching individual class groups should not enter the school building. ▪ Parents should not enter the school building under any circumstances. Any communication should be done via email, telephone or conference call. | | | L |
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