

Back to School – COVID 19

Overton School

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Back to School – COVID 19 – August 2020

The following describes the steps taken to support the government guidelines on back to school approach in COVID 19. Guidance:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> and <https://www.who.int/news-room/q-a-detail/q-a-children-and-masks-related-to-covid-19> (27/08/20). Risk assessments for individuals has been updated and shared where needed and appropriate.

Personal risk assessments are kept separately to this document due to GDPR.

Updated guidance on the use of face coverings in education				
Guidance from DfE	Actions Taken	Milestone	Actioned by (& ongoing)	Resources/ Evidence
<p>On 21 August, the World Health Organisation (WHO) updated their advice on when children over the age of 12 should wear face coverings. The WHO now advise that “children aged 12 and over should wear a mask under the same conditions as adults, in particular when they cannot guarantee at least a 1-metre distance from others and there is widespread transmission in the area”.</p>	<p>As a result, the government has revised the guidance on face coverings for staff and children in Year 7 or above in England. From 1 September new advice will apply to the use of face coverings by staff and pupils in school years 7 or above and learners in further education in England.</p> <p>In areas of local intervention, face coverings should be worn by adults and pupils in secondary schools and colleges when moving around, such as in corridors and communal areas where social distancing is difficult to maintain.</p> <p>Nationwide, schools and colleges will have the discretion to require face coverings in communal areas where social distancing cannot be safely managed, if they believe that is right in their particular circumstances.</p>	<p>Poster placed in corridors and communal areas with the 1M social distancing.</p> <p>All staff will be wearing face mask in common areas. YPs are also expected to wear face masks as per the government guidelines.</p> <p>However, at Overton School, we understand this may not be possible. This means that some YPs will be wearing face masks and others won't.</p> <p>To manage this risk, we will introduce late and early starts for bubbles/year groups and staggered breaks and lunches. Details of the mentioned arrangements are available on the Key Stage COVID 19 – School Opening Letter. Individual risks assessment will be revised to include cases where face masks are not worn.</p> <p>All pupils will be issued a face mask. Replacements will not be issued and therefore responsibility will be with the parent/carer. Cleaning of the washable masks will be the responsibility of parents/carer. Masks will be in stored in named plastic wallets. Teachers and form tutors will support pupils with the process of wearing a mask where possible.</p>	<p>AC</p> <p>All Staff and Pupils</p> <p>RR</p> <p>All Staff/ Pupils/ Parents/ Carers</p>	<p>Posters Observations</p> <p>Observations</p> <p>Receipts COVID Resource Register</p>

Section 1: System of Controls					
Guidance from DfE	Actions Taken	Milestone	Actioned by (& ongoing)	Resources/ Evidence	
Prevention:					
Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms , or have tested positive in at least the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19)	Clear reporting structure: Phone and Email.	OS/RR/JM	COVID logs Emails Coms. Logs	
	If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ' stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection ', which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.	Temperature tests taken before entering the building Isolate the area. Keep the 'bubble' away from others. The affected bubble group is to isolate in their current room/location until further notice. A member of staff will contact parents/carers/LA to inform them about collection. On leaving, the affected bubble group to use the closest exit from the building to avoid any contact with any other staff or pupils. Inform parents/carers about other members of a household self-isolation period.	AC OS/RR/JM OS/RR/JM OS/RR/JM	COVID logs Incident/ Accident Log Emails Coms. Log Temperature Test Records (for high temperatures only)	
	Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.				
	If a child 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 child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.	To use the medical room for self-isolation whilst waiting. Staff to be available from time to time to support the YP. Keep social distancing in place where isolation is not possible.	OS/RR/JM	Medical/ Accident Log Staff Timetable	
	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.	To use the disabled access toilet. Cleaned and disinfected using BSEN 14476 cleaning products before	Cleaners/ Member of Staff	Cleaning Records	

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		anyone else uses it.		
	PPE must be worn by staff caring for the child 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, including the use of personal protective equipment (PPE) guidance.	All staff is provided PPE and will be required to keep PPE (masks and gloves at the minimum) on them.	AC	Receipts Staff Register for the issue PPE
	If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most children 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 family home. For more information on how to care for a symptomatic child while protecting the welfare of other pupils and staff, read the guidance on isolation for residential educational settings .	Inform care homes to keep the YP self-isolated for at 10 days at least as per the DfE guidelines.	AC	Email Com. Log
	As is usual practice, 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.	Send reminders.	AC	Email Com. Log
	Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.	Where symptoms are evident, should isolate for 10 days and arrange tests.	AC	Email Com. Log
	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 with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance .	Antiviral sanitisers in use for hands and for surface cleaning (BSEN14476) are available in offices, reception, dining hall, coach house and main building class rooms. Classrooms, corridors, toilets, common areas to be cleaned and disinfected after break, lunch and after school.	AC	Receipts Email Confirmations
Clean hands thoroughly 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 running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement: <ul style="list-style-type: none">whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all	Antiviral sanitisers in use for hands and for surface cleaning (BSEN14476) are available in offices, reception, dining hall, coach house and main building class rooms.	AC	Receipts Email Confirmations

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	<p>pupils and staff can clean their hands regularly</p> <ul style="list-style-type: none"> • supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative • building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them 	<p>Staff to remind and support pupils to wash their hands or to use hand sanitizer.</p> <p>Promote the cleaning hand routines by awarding pupils with merits or alternatives.</p>	All Staff	Observation
Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	<p>The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education. Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (except children under the age of 11), when attending a hospital as a visitor or outpatient, or when in a shop or a supermarket</p>	<p>Bins and tissue are available in all classrooms and common places of the school.</p> <p>Posters and books from the e-bug website are printed and located in different parts of the school. Teachers and Form tutors to engage in discussions about e-Bug.</p> <p>When and where needed, staff to use appropriate PPE including face shields/goggles to manage pupils with complex needs related to saliva.</p>	AC AC All Staff	Observations Receipts Observation
Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard	<p>Points to consider and implement:</p> <ul style="list-style-type: none"> • putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> • more frequent cleaning of rooms and shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it <p>Public Health England has published revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the existing advice on cleaning those settings when</p>	<p>All rooms and common areas to be cleaned and disinfected with anti-viral surface cleaning (BSEN14476):</p> <p>During break and lunches: Classrooms</p> <p>After breaks: Shared spaces and corridors,</p>	Teachers Cleaner	Observation Toilet Cleaning

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products such as detergents and bleach	there is a suspected case.	Afterschool: All school Hourly clean: Toilets	Cleaner Cleaner	
Minimise contact between individuals and maintain social distancing wherever possible	<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> • children's ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Points to consider and implement:</p>	<p>Parents/carers/taxi companies will be requested to remain in their vehicles with their son or daughter for the teacher/form tutor to collect the pupil. Staff will take the pupil to the school reception where before entering, a temperature read will take place. Pupils will need to ensure hand washing or use of hand sanitizer gel is implemented.</p> <p>We will introduce for bubbles/year groups with staggered breaks and lunches. Details of the mentioned arrangements are available on the Key Stage COVID 19 – School Opening Letter.</p> <p>A one-time basic stationary will be issued to pupils. Replacement of these will be the responsibility of the parent/carer.</p> <p>Wherever possible pupils and staff will exit from the classes from the back door of each classroom where available.</p> <p>Staff will supervise pupils during</p>	RR All Staff All Staff	Timetable Break and Lunch Supervision Timetable

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		breaks and lunches to ensure social distancing is in place. Where pupils do not understand social distancing, staff will support YPs activities.		
	<p>a. How to group children</p> <p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible. However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools but is particularly difficult in secondary schools. In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</p> <p>In secondary schools, particularly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</p> <p>Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around the school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept</p>	<p>Groups will be organised by year groups and therefore pupils from one year to group to another will not merge.</p> <p>All rooms and common areas to be cleaned and disinfected with anti-viral surface cleaning (BSEN14476):</p> <p>During break and lunches: Classrooms After breaks: Shared spaces and corridors, Afterschool: All school Hourly clean: Toilets, Communal Areas</p> <p>Year groups are normally no larger than 5 pupils per class.</p>	<p>RR</p> <p>All Staff</p> <p>Cleaner</p> <p>RR</p>	<p>Timetable</p> <p>Toilet Cleaning Schedules</p> <p>Observations</p> <p>Timetable</p>

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	<p>apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p> <p>Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p>	<p>Pupil, staff and activity/offsite activity risk assessment.</p> <p>All rooms and common areas to be cleaned and disinfected with anti-viral surface cleaning (BSEN14476):</p> <p>During break and lunches: Classrooms After breaks: Shared spaces and corridors, Afterschool: All school Hourly clean: Toilets, Communal Areas</p> <p>2 meter distancing for all staff will apply between other staff and pupils. Lesson movement will occur for pupils for subjects in specialist rooms. Cleaning of the rooms will occur in between changeovers to enable correct disinfecting.</p>	<p>RR</p> <p>All Staff</p>	<p>Risk assessments</p> <p>Timetables</p> <p>Timetables</p> <p>Posters</p> <p>Observations</p> <p>Receipts of cleaners and disinfecting anti-viral.</p>
Minimise contact between individuals and maintain social distancing wherever possible	<p>b. Measures within the classroom</p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintains distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular,</p>	<p>Poster placed in corridors and communal areas with the 1M social distancing.</p> <p>Desks are place with at least 1 M distance between another desk.</p>	<p>AC</p> <p>All Staff</p>	<p>Observations</p> <p>Posters</p> <p>Observations</p>

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	<p>they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils’ educational and care support should be provided as normal. For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help. When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups. Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p>	<p>Desks are forward facing.</p> <p>Teachers/TAs are to use at least 1M and wherever possible 2M social distancing.</p> <p>Where this is not possible to support YPs, teachers can use mask and other PPE at their discretion.</p>	<p>All Staff</p> <p>All Staff</p> <p>All Staff</p>	<p>Seating Plans</p> <p>Observations</p> <p>Observations/ COVID 19 pack for Teachers Register</p>
Minimise contact between individuals and maintain social distancing wherever possible	<p>c. Measures elsewhere</p> <p>Groups should be kept apart, meaning that schools 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 site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>	<p>For duration of COVID 19, in door assemblies will not take place. Instead form tutors will deliver assemblies in form time.</p> <p>Where assemblies take place with large or mixed gathering, this will need to be conducted in open spaces such as the school playground with social distancing in place.</p> <p>Staff spaces will include social distancing and reminder posters on how many per room.</p>	<p>RR</p> <p>RR</p> <p>AC</p>	<p>Timetables Emails</p> <p>Timetables Emails</p> <p>Posters Observation</p>
	<p>d. Measures for arriving at and leaving school</p> <p>We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of</p>	<p>Staggered break times.</p>	<p>RR</p>	<p>Staff supervision timetables</p>

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	<p>overall teaching time. A staggered start may, for example, include condensing/staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p>The Department for Education will be supporting schools across the summer on how best to communicate with parents and pupils (and staff) on what to expect on their return and the procedures and expectations in relation to the control measures schools have put in place.</p>	<p>Emails to confirm collection times with parents on a one to one basis.</p> <p>Liaison with LA taxi companies about collection times.</p> <p>Appointments must be made prior in order to go inside the school buildings.</p>	<p>RR</p> <p>RR</p> <p>RR</p> <p>RR</p>	<p>Staff and Pupil Timetables</p> <p>Timetables</p> <p>Timetables</p> <p>Emails</p> <p>Emails</p> <p>Emails</p>
Minimise contact between individuals and maintain social distancing	<p>e. Other considerations</p> <p>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in annex B.</p>	<p>Social stories to be made for pupils where needed.</p> <p>Picture based or visual timetables for pupils where needed.</p>	<p>RR & JM</p> <p>RR & JM</p>	<p>Social Stories</p> <p>Visual</p>

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wherever possible	<p>Supply teachers, peripatetic teachers and other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school’s control measures and ways of working as part of planning for the autumn term. Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</p> <p>As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school’s control measures. These programmes are essential for children’s health and wellbeing and can also provide benefits for staff.</p> <p>Where a child routinely attends more than one setting on a part time basis, for example, because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p> <p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because the prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between</p>	<p>Temperature tests in place for all staff, visitors and 3rd party staffing before entering the school building. Upon entering all staff and visitors must wash hands or use the provided anti-bacterial hand wash.</p> <p>Face masks should be observed in common and communal areas. Maximum room capacities should be observed in order to maintain social distancing. Contact with the local NHS nurse regarding immunisation and COVID 19 testing kits for staff.</p> <p>Risk assessment for YPs, placements to 3rd parties is kept up to date.</p> <p>Pupils are issued their own stationary sets. Replacements will be the responsibility of parents/carers.</p> <p>PE and other shared equipment are cleaned and disinfected prior to use of rotated groups or YPs.</p>	<p>AC</p> <p>All Staff</p> <p>Emails</p> <p>RR</p> <p>AC</p> <p>All Staff</p>	<p>Timetables</p> <p>Visitors record book with track and trace information.</p> <p>Observations</p> <p>Posters about room capacities</p> <p>Emails to NHS, parents, permission slips for immunisations</p> <p>Risk assessments</p> <p>Receipts</p> <p>Observation</p>

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	<p>bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>	<p>Teachers are to clean and disinfect the classroom resources and surface areas in between lessons to ensure bubbles are not exposed to unclean or disinfected resources from different bubbles.</p> <p>Cleaning of outdoor equipment is part of the break, lunch and afterschool supervision schedules.</p> <p>Staff to mark books on site wherever possible rather than home. Staff to observe handwashing and cleaning or disinfecting areas where shared resources or books are marked or reviewed.</p>	<p>All Staff</p> <p>All Staff</p> <p>All Staff</p>	<p>Emails about cleaning schedules</p> <p>Observations</p> <p>Staff supervision timetables</p> <p>Observations</p>
Where necessary, wear appropriate personal protective equipment (PPE)	<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used <p>Read the guidance on safe working in education, childcare and children’s social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>	<p>PPE will be issued to all staff.</p> <p>PPE can be used by staff where social distancing is not possible. This will be more apparent with our grange provision. In this case, PPE will be used with face guards, hand and arm coverings or as needed.</p> <p>PPE must be used for staff that provides personal care.</p>	<p>AC</p> <p>All Staff</p> <p>All Staff</p>	<p>COVID Resource Pack Register</p> <p>Handover Notes</p>

Section 2: School Operations				
Guidance from DfE	Actions Taken	Milestones	Actioned by	Review
Response to any infection:				
Engage with the NHS Test and Trace process	<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 or their child 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 or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19) <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>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand the quickest and easiest way to get a test. 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 staff that 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.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test and follow this guidance</p>	<p>Register of attendance are kept for staffing and pupils to enable track and trace.</p> <p>Staff and parents are requested to take COVID 19 tests and to report the results back to them.</p>	<p>All Staff</p> <p>RR, OS, AC</p>	<p>Attendance records</p> <p>Email Com. Records</p>
	<p>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</p>	<p>Where symptomatic, inform the affected to self-isolate for 10 days.</p>	<p>OS, RR, AC</p>	<p>Email Com. Log</p>

	<p>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.</p> <p>If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</p>	<p>Return to school only when symptoms have gone including coughs or loss of smell.</p> <p>Household members to self-isolate for 14 days.</p>		
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<p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<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> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <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 6 of the system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</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 14-day isolation period they should follow guidance for households with</p>	<p>Contact the <u>Health Protection Team</u> on: PHE West Midlands North Health Protection Team, Stonefield House, St Georges Hospital Corporation Street, Stafford, ST16 3SR Phone: 0344 225 3560 Out of hours: 01384 679 031</p> <p>Overton school will follow the advice from the Health Protection Team and inform the relevant people concerned with the advice and guidance from the NHS.</p>	<p>OS/RR/ AC</p>	<p>Email</p> <p>Com. Log</p>
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	<p>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 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.• if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>			
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<p>Contain any outbreak by following local health protection team advice</p>	<p>If schools have two or more confirmed cases within 14 days or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams. In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>	<p>Contact the Health Protection Team on: PHE West Midlands North Health Protection Team, Stonefield House, St Georges Hospital Corporation Street, Stafford, ST16 3SR Phone: 0344 225 3560 Out of hours: 01384 679 031</p> <p>Overton school will follow the advice from the Health Protection Team and inform the relevant people concerned with the advice and guidance from the NHS</p> <p>Liaison with BMC head office at all times</p>	<p>OS/RR/AC</p> <p>OS/RR/AC</p>	<p>Email</p> <p>Com. Log</p> <p>Incident/Accident Log</p>
<p>Transport</p>	<p>Social distancing has significantly reduced available transport capacity. This guidance sets out a new framework for supporting transport to and from schools from the autumn term. Further guidance is set out in the transport to school and other places of education: autumn term 2020.</p> <p>We are making a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> by dedicated school transport, we mean services that are used only to carry pupils to school - this includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only by public transport services, we mean routes which are also used by the general public 	<p>Many pupils take the LA taxi service to and from school. The LA or 3rd party taxi service for this purpose has their own risk assessments.</p> <p>Where school transport is used, social distancing, face masks and disinfecting must be in place.</p>	<p>RR</p> <p>RR</p> <p>All Staff</p>	<p>Risk Assessments</p> <p>Risk assessments</p> <p>Risk assessments</p>
<p>Wider Public Transport</p>	<p>In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. Public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</p> <p>To facilitate the return of all pupils to school, it will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system. Both will require action at a national and local level. Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils. Further information on managing capacity</p>			

	<p>and demand on public transport is set out in the transport to school and other places of education: autumn term 2020 guidance.</p> <p>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.</p> <p>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using ‘walking buses’ (a supervised group of children being walked to, or from, school) or working with their local authority to promote safe cycling routes. The government has announced a £2 billion package to promote cycling and walking, including to support pop-up bicycle lanes and widened pavements. For some families, driving children to school will also be an option.</p> <p>However, these options will not be suitable for all. The Department for Transport is asking local authorities to:</p> <ul style="list-style-type: none"> • work with schools and parents to identify public transport routes that may be under particular pressure and potential alternatives • consider a range of options for shifting demand for public transport onto other modes • consider using traffic demand management approaches in order to ensure that children are able to attend school from the start of the autumn term <p>Travel patterns, the availability of vehicles, and the length of journeys undertaken and other local pressures on public transport vary significantly. The government recognises the challenge but is confident that if all available options are considered by all parties it will be possible to reduce demand and ensure transport is available for those who need it most. Experience during the 2012 London Olympics showed that it is possible to make a very real difference to travel patterns where there is a concerted effort to do so and where the general public understand the imperative for doing so.</p> <p>Families using public transport should refer to the safer travel guidance for passengers.</p>	<p>Liaison with LA transport companies to manage pupil transitions.</p> <p>Parents/carers will be informed to consider walk or cycle to school. However, the majority of pupils demographic exceed of 30 minute journey.</p>	<p>RR</p>	<p>Email</p> <p>Com. Log</p>
<p>Attendance</p>	<p>In March, when the coronavirus (COVID-19) pandemic was increasing, we made clear no parent would be penalised or sanctioned for their child’s non-attendance at school.</p>			

	<p>Now the circumstances have changed, it is vital for all children to return to school to minimise, as far as possible, the longer-term impact of the pandemic on children’s education, wellbeing and wider development.</p> <p>Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> • parents’ duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age • schools’ responsibilities to record attendance and follow up absence • the availability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct 	<p>Inform parents about the updates on attendance requirements.</p>	<p>OS/RR</p>	<p>Letter/Email</p>
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<p>Pupils and families who are anxious about return to school</p>	<p>We now know much more about coronavirus (COVID-19) and so in future, there will be far fewer children and young people advised to shield whenever community transmission rates are high.</p> <p>Therefore, the majority of pupils will be able to return to school. You should note however that:</p> <ul style="list-style-type: none"> • a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus (COVID-19) • shielding advice for all adults and children was paused on 1 August 2020 which means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who were shielding - read the current advice on shielding • if rates of the disease rise in local areas, children (or family members) from that area, and that area only, may be advised to shield during the period where rates remain high and, therefore, they may be temporarily unable to attend • pupils no longer required to shield but who generally remain under the care of a specialist health professional are likely to discuss their care with their health professional at their next planned clinical appointment - you can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people <p>Specialists in paediatric medicine have reviewed the latest evidence on the level of risk posed to children and young people from coronavirus (COVID-19). The latest evidence indicates that the risk of serious illness for most children and young people is low. In the future, we expect fewer children and young people will be included on the shielded patient list.</p> <p>Patients can only be removed from the shielding patient list by their GP or specialist, following consultation with the child and their family, and other clinicians where appropriate. If a child or young person is removed from the shielded patient list in due course, they will no longer be advised to shield in the future if coronavirus (COVID-19) transmission increases. Discussion by a clinician with those previously advised that they were a clinically vulnerable child or young person but can now be removed from the shielded patient list, and with their families are ongoing. Since shielding advice has paused nationally, except in a very few areas where the implementation of local restrictions is ongoing, all previously affected children should be able to return to school except where individual clinical advice not to do so has been provided.</p> <p>Where a pupil is unable to attend school because they are complying with clinical or public health</p>	<p>Overton school will support transition back to school with the parents/carers.</p> <p>Advice and guidance will be taken from the specialist health professionals about individuals who need shielding.</p> <p>Remote education resources will be issued and where possible video lessons will take place to continue the education of the shielded.</p> <p>Risk assessments of all individuals will be completed and update time to time. This may be shared with parents/carers.</p> <p>The SLT will communicate with the concerned parents/carers to support them with any anxieties related to COVID 19 or the EHCP of the YP.</p>	<p>OS/RR</p> <p>RR</p> <p>OS/RR/teaching Staff</p> <p>RR</p> <p>OS/RR</p>	<p>Email Com. Log</p> <p>Email Com. Log</p> <p>Resources Email Com Log School Report</p> <p>Risk Assessments</p> <p>Email Com. Log</p>
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	<p>advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity as set out in the action for all schools and local authorities section.</p> <p>Where children are not able to attend school as parents and carers are following clinical or public health advice, for example, self-isolation or family isolation, the absence will not be penalised.</p> <p>All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).</p>			
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<p>School Workforce</p>	<p>We have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this specific guidance for school settings. The PHE and DHSC endorsed system of controls outlined in this document sets out the measures that school leaders and all school staff should follow when planning for full return in September.</p> <p>Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.</p> <p>As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced, and shielding measures will be paused from 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. It is therefore appropriate for teachers and other school staff to return to their workplace setting.</p> <p>Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate.</p> <p>All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in section 5 of the ‘prevention’ section.</p> <p>School leaders should explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to return to schools.</p> <p>If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</p>	<p>Overton school has a Pandemic Policy as part of the company policy for COVID 19. Overton aims to follow its company policy and any national guidance on the prevention and control of the COVID 19.</p> <p>Overton staff to observe and practice the guidance from this policy and any other policy to support the national move.</p> <p>SLT to support, remind and work with the teaching and support staff to provide reassurance of returning back to school.</p> <p>Staff will have access to BMC 3rd party support for all staff.</p>	<p>OS</p> <p>All Staff</p> <p>OS, RR</p> <p>All Staff</p>	<p>Pandemic Policy</p> <p>Back to School Policy</p> <p>Safeguarding: Addendum – COVID 19.</p> <p>Observation</p> <p>Staff supervision, brief, de-briefs</p> <p>3rd party anonymised reports</p>
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<p>Staff who are clinically extremely vulnerable</p>	<p>Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced. Shielding measures were paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. Therefore, we advise that those who are clinically extremely vulnerable can return to school in the autumn term provided their school has implemented the system of controls outlined in this document, in line with the school’s own workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</p>	<p>Handwashing, face masks, social distancing all must be observed by staff. Risk assessment of staff to be completed..</p>	<p>All Staff</p>	<p>Observation Risk assessments</p>
<p>Staff who are clinically vulnerable</p>	<p>Clinically vulnerable staff can return to school in the autumn term. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the ‘prevention’ section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p>	<p>Observe 2M social distancing and communicate any concerns and workable solutions with the SLT.</p>	<p>All Staff</p>	<p>Observation</p>
<p>Staff who are pregnant</p>	<p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p>Pregnant women are in the ‘clinically vulnerable’ category and are generally advised to follow the above advice, which applies to all staff in schools. Employers should conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW).</p> <p>The Royal College of Obstetrics and Gynaecology (RCOG) has published occupational health advice for employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it.</p>	<p>Risk assessment must be completed for all staff.</p> <p>Where risk assessments dictate the need for alternative work arrangements or duties, then arrangements will be made. Advice and guidance will be taken from the company in order to ensure consistency and fair practice for all.</p>	<p>RR</p> <p>OS</p>	<p>Risk assessment</p> <p>Maternity Action Plan</p>
<p>Staff who may otherwise be at increased risk from</p>	<p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation,</p>			

<p>coronavirus (COVID-19)</p>	<p>ethnicity, people’s occupation and care home residence. These staff can return to school in the autumn term as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>			
<p>Employer health and safety and equalities duties</p>	<p>Schools have a legal obligation to protect their employees, and others, including children, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to children and staff and help schools to meet their legal duties to protect employees and others from harm.</p>			
<p>Supporting staff</p>	<p>The Health and Safety Executive published guidance on first aid during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards include washing hands.</p>			
<p>Staff deployment</p>	<p>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p> <p>All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available.</p> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals.</p>	<p>SLT actively promote staff wellbeing and work life balance.</p>	<p>OS, RR</p>	<p>School Calendar Brief/de-brief</p>

<p>Deploying support staff and accommodating visiting specialists</p>	<p>It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s workload reduction toolkit.</p> <p>DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing.</p> <p>If having pursued all the immediate options available, you still have concerns about your staffing capacity talk to your local authority or trust.</p> <p>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <p>Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). Any redeployments should not be at the expense of supporting pupils with SEND. Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met and specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.</p> <p>The Education Endowment Foundation (EEF) has published guidance on making the best use of teaching assistants to help primary and secondary schools.</p> <p>When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity.</p>	<p>Request for additional teaching or support staff to help manage with the workload where needed.</p> <p>Placement offers include additional support needed. Where changes are needed, this is requested via email to LA.</p> <p>Risk assessments and staff expertise to be utilised for redeployment purposes.</p>	<p>OS</p> <p>RR</p> <p>OS</p>	<p>Email Job Adverts</p> <p>Placement offers</p> <p>Risk assessments</p> <p>Staff roles and responsibilities chart</p>
<p>Recruitment</p>	<p>Full guidance is provided in part 3 of keeping children safe in education.</p> <p>Recruitment should continue as usual. The government’s Teaching Vacancies service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly. The free national</p>			

<p>Supply teachers and other temporary or peripatetic teachers</p>	<p>service for searching and listing teaching roles will be directing newly qualified teachers (NQTs) and job seeking teachers to this service.</p> <p>We recommend that schools continue to recruit remotely over the summer period. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the experience of implementing interviews remotely. There is also advice that can be sent to candidates on how to prepare for remote interviews.</p> <p>When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks. We refer schools to part 3 of the statutory guidance keeping children safe in education. Initial teacher training (ITT) providers have worked flexibly to ensure this year’s NQTs are ready and prepared to enter the classroom. They will also be supported by materials DfE is making available to all schools based on the early career framework reforms, to support them as they start their teaching career. Schools in the early roll-out regions (Bradford, Doncaster, Greater Manchester and the North East) will be able to benefit from the full support package being offered to some 2,000 NQTs from the autumn. In addition, around 3,000 NQTs will be offered a one-year version of the structured support package.</p> <p>Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE’s and Crown Commercial Service’s agency supply deal when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.</p> <p>Schools can get direct support from Crown Commercial Services on how to use the agency supply deal by emailing supplyteachers@crowncommercial.gov.uk with the school’s details and contact details.</p> <p>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as</p>			
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	sports coaches, and those engaged to deliver before and after school clubs.			
Performance management and appraisal	Appraisals and performance management for support staff should be carried out in accordance with the employee’s contract of employment. DfE does not specify pay or terms and conditions of employment for support staff.	Performance managements of 2019/2020 will not penalised due to COVID 19. Staff supervisions and interim review of performance management to be implemented for 2020/2021 as fresh new targets.	OS	Blue Sky Education Records Staff supervision records
Staff Taking Leave	We recognise that school staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all pupils to return from the start of the autumn term. Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK . As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term. There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting. Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.	All staff have been reminded of ‘staff leave for COVID 19 self-isolation procedures for holidays’ as part of BMCs policy on COVID 19. Staff must report to the headteacher if self-isolation is required during term time due to holidays taken during half breaks.	All Staff All Staff	Email Email
Other support	Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools are using volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in part 3 of keeping children safe in education . Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.			

<p>Safeguarding</p>	<p>Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, keeping children safe in education.</p> <p>Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</p> <p>Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.</p>	<p>KCSIE Safeguarding policy to reflect 2020 updates.</p> <p>Safeguarding addendum to support COVID 19.</p> <p>Risk assessments for staff and pupils.</p>	<p>OS</p> <p>OS</p> <p>RR</p>	<p>Safeguarding policies</p> <p>Risk assessments</p>
<p>Catering</p>	<p>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about the provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <p>School kitchens can continue to operate but must comply with the guidance for food businesses on coronavirus (COVID-19).</p>	<p>Pupils will have staggered breaks and lunches to accommodate for bubbles.</p> <p>Appropriate clean and disinfecting will be in place to prevent the spread of COVID 19.</p> <p>Pupils will receive lunches as normal.</p> <p>Dining hall can accommodate 16 people in total with the small dining room 3.</p>	<p>RR</p> <p>Cleaner</p> <p>Cleaner</p> <p>Kitchen staff</p>	<p>Timetable</p> <p>Staff break and lunch supervision timetable</p>
<p>Educational Visits</p>	<p>We continue to advise against domestic (UK) overnight and overseas educational visits. This advice remains under review.</p> <p>In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits or travel training). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support the delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety</p>	<p>Risks assessment of all trips will need to be carried out and authorised by either headteacher or deputy headteacher.</p> <p>Day return trips will only be permitted.</p>	<p>All Staff</p> <p>All Staff</p>	<p>Educational visit risk assessments</p>

	<p>guidance on educational visits when considering visits.</p> <p>The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If you have any further questions about your cover or would like further reassurance, you should contact your travel insurance provider.</p>			
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<p>Wraparound provision and extra-curricular activity</p>	<p>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Schools should also work closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.</p> <p>If it is not possible or practical to maintain the same bubbles being used during the school day (for example, if the number of bubbles in place during the school day prove impractical to adopt within the wraparound provision) then providers should maintain small, consistent groups. We recognise that schools may need to respond flexibly and build this provision up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</p> <p>Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE has also issued guidance for parents and carers, which schools may want to circulate.</p> <p>Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities.</p>	<p>Overton school currently does not have any breakfast clubs.</p> <p>We will be introducing some after school clubs in due course based on the pupils’ interest.</p> <p>The school currently does not permit any lets.</p>	<p>OS</p> <p>RR</p> <p>OS</p>	<p>Risk assessments</p> <p>Club timetables</p>
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Section 3: Curriculum, Behaviour and Pastoral Support				
Guidance from DfE	Actions Taken	Milestones	Actioned by	Review
Response to any infection:				
Curriculum Expectation	This section sets out some key principles and expectations for curriculum planning in school based nursery, mainstream and special schools, and alternative provision (AP), so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year. The key principles that underpin our advice on curriculum planning are as follows.			
Education is not optional	All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.			
The curriculum remains broad and ambitious	All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.	Pupils will return back a two week recovery curriculum that supports and prepares pupils into a transition into the normal curriculum set out within their age, year, personalised curriculum or pathways.	RR	Recovery curriculum plan
Remote Education	Where needed, this is high-quality, safe and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. Aim to return to the school’s normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils’ knowledge with the aim of returning to the school’s normal curriculum content by no later than summer term 2021.	The recovery curriculum aims to bridge the transition to allow ease into 2020/2021. Teachers are permitted to revisit curriculum to ensure prior learning is bridged to support progress over time.	All Staff	LTP, MTP, SOW.
	Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in	Teachers are to set appropriate	Teaching	Baseline

<p><u>Music, dance, and drama in school</u></p>	<p>subjects. This will support them towards their preferred route to further study.</p> <p>In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject because the school judges that, for example, they would achieve significantly better in their remaining subjects as a result, especially in GCSE English and mathematics. School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil’s progress and wellbeing, using the existing discretion that schools already apply on these matters.</p> <p>Schools are expected to review any plans for early entry among year 10 pupils in summer 2021. It may be in the best interests of the pupil to take their exams and assessments the following year when they are in year 11, if the curriculum can be adjusted to provide further teaching and study time in the summer term and academic year 2021 to 2022.</p> <p>Pupils in years 12 and 13 are more likely to undertake self-directed study, but may still need additional support. Compared to key stage 4, there is less scope to drop an examined subject as fewer qualifications are studied at this key stage. Discontinuing a subject is therefore likely to significantly limit choices for further study and employment, so is expected to be rare.</p> <p>All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.</p> <p>Additional mitigations, such as extended social distancing, were previously required for singing, and playing of wind and brass instruments given concerns that these were potentially higher risk activities. Department for Culture, Media and Sport (DCMS) has commissioned further scientific studies to be carried out to develop the scientific evidence on these activities, which has allowed the government to reconsider appropriate mitigations and further research is continuing.</p> <p>Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations</p>	<p>SLT to inform parents to drop certain subjects to focus on English and Maths where needed.</p>	<p>OS, RR</p>	<p>Email Com. Log</p>
	<p>All pupils will be exposed to some form of arts education via PSHE, form time, assemblies, school celebrations, theme days/weeks.</p>	<p>OS, RR</p> <p>Teaching staff</p>	<p>Curriculum Policy, LTP, MTP</p>	
	<p>Risk assessments</p>	<p>RR</p>	<p>Risk assessments</p>	

<p>Minimising contact between individuals</p> <p>Performances</p> <p>Peripatetic</p>	<p>should follow the guidance set out below.</p> <p>Schools that offer specialist, elite provision in music, dance and drama may also wish to consider this guidance alongside the DCMS guidance on the performing arts.</p> <p>You must do everything possible to minimise contacts and mixing. Your overarching objective should be to reduce the number of contacts between pupils/students and staff. This can be achieved through keeping groups separate (in bubbles) and through maintaining the 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. 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>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. Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment.</p> <p>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.</p> <p>Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.</p> <p>Peripatetic teachers can move between schools, for instance, but you should consider how to minimise the number of visitors where possible. They will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the premises, and secure best value, you could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year.</p>	<p>Timetables for bubble groups Staggered breaks in bubbles Social distancing reminders</p> <p>At Overton School, we will try to utilise</p>	<p>RR RR All Staff</p>	<p>Timetables</p>
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Playing music indoors	audiences) and strict social distancing and mitigation as described below can be maintained.	<p>Equipment must be disinfected before sharing and handwashing must be in place.</p> <p>Where possible, pupils can assist with cleaning the surfaces of the table and chair that they have used. This is completely optional to them. Classrooms will be cleaned by teachers for the next group during lesson transitions.</p>		
Singing, wind and brass playing	<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.</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>			
Social distancing	<p>Use microphones where possible or encourage singing quietly.</p> <p>By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced.</p>			
Seating positions	<p>Measures to take when handling equipment, including instruments, include the following.</p>			
Microphones	<p>Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.</p>			
Handing equipment and instruments	<p>Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists’ own sticks and mallets.</p>			
Handwashing	<p>If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment available at hygiene: handwashing, sanitation facilities and toilets.</p> <p>Instruments should be cleaned by the pupils playing them, where possible.</p>			
Avoiding sharing instruments	<p>Limit handling of music scores, parts and scripts to the individual using them.</p>			
	<p>Consider limiting the number of suppliers when hiring instruments and equipment. Schools 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</p>			

<p>Handling score, parts and scripts Suppliers</p>	<p>cleaned before first use and before returning the instrument.</p> <p>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.</p>			
<p>Pickup and drop off point – music</p>	<p>Individual lessons in music, dance and drama can resume in schools, FE colleges 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 set out above on peripatetic teachers.</p>			
<p><u>Individual lesson and performance in groups</u></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, and the guidance for out-of-school provision.</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> <p>Specific safety measures for individual music lessons are set out in the following sections.</p> <p>Measures should include specific social distancing between pupil and teacher (current guidance is that if the activity is face-to-face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.</p>			
<p>Social distancing</p>	<p>Avoid sharing instruments and equipment wherever possible and place name labels on equipment to help identify the designated user, for example, percussionists’ own sticks and mallets</p> <p>If instruments and equipment have to be shared, they should be regularly disinfected (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment. Instruments should be cleaned by the individuals playing them, where possible</p>			
<p>Avoid sharing instruments</p>	<p>Limit the handling of music scores, parts and scripts to the person using them.</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, and the guidance for out-of-school provision.</p>			

<p>Score, parts and scripts</p> <p><u>Physical activity in schools</u></p>	<p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <p>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 are permitted. Schools must only provide team sports on the list available at return to recreational team sport framework.</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports 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.</p> <p>Schools should refer to the following guidance:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • 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 <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.</p> <p>Schools should consider updating their behaviour policies with any new rules or policies, and</p>			
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<p><u>Behaviour Expectations</u></p>	<p>consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available in the guidance on behaviour and discipline in schools. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.</p> <p>It is likely that adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <p>We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</p> <p>The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.</p>			
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<p>Pupil wellbeing and support</p>	<p>With regard to statutory guidance on exclusions from maintained schools, academies and pupil referral units in England, head teachers should, as far as possible, avoid excluding any looked-after child. Where a looked-after child is at risk of exclusion, the designated teacher should contact the relevant authority’s virtual school head as soon as possible to help the school decide how to help the child and avoid exclusion becoming necessary. Where a previously looked-after child is at risk of exclusion, the designated teacher should speak with the child’s parent or guardian and seek advice from their virtual school head to avoid exclusion where possible.</p> <p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, 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. Some may need support to re-adjust to school, others may have enjoyed being at home and be reluctant to return, a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p> <p>The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.</p> <p>The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school.</p> <p>Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021.</p> <p>Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term.</p> <p>DfE, Public Health England and NHS England hosted a free webinar for school and college staff on 9 July 2020 to set out how to support returning pupils and students. A recording of this is available: This includes experts discussing the impacts of the pandemic on pupils’ mental wellbeing and recovery techniques, and education leaders discussing the actions they have been taking.</p>			
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	<p>The Whole School SEND (WSS) consortium will be delivering some training and how-to ideas for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. WSS have co-produced 2 leaflets, funded by DfE, to support young people with SEND and their families to have conversations with schools about successful returns following a period of absence and about transition planning for post-year 11 destinations. WSS have also produced resources to support the schools' workforce to prepare for the return, such as the COVID-19 SEND review guide which settings can use to reflect on their provision and a handbook to support teachers to take a whole school approach to supporting pupils following a traumatic event.</p> <p>You can access WSS resources on the Whole School SEND Resource page of the SEND Gateway and professionals in the schools' workforce can sign up to the Community of Practice to be kept up to date with further information.</p> <p>DfE has also published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It has been published early given the importance of supporting pupils' mental health and wellbeing at this time.</p> <p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed 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 (COVID-19)• support pupils with approaches to improving their physical and mental wellbeing <p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub with</p>			
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	<p>advice and tips for frontline staff. Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the Designated Safeguard Lead or deputy) should follow their child protection policy and part 1 of the statutory safeguarding guidance keeping children safe in education and consider any referral to statutory services (and the police) as appropriate.</p> <p>Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including:</p> <ul style="list-style-type: none">• support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues• support for pupils with additional and complex health needs• supporting vulnerable children and keeping children safe <p>Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</p>			
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Section 4: Assessment and Accountability				
Guidance from DfE	Actions Taken	Milestones	Actioned by	Review
Response to any infection:				
Inspection	<p>For independent schools, the intention is that Ofsted or the Independent Schools Inspectorate (ISI) standard inspections will also remain suspended. During the autumn term, Ofsted/ISI will undertake non-routine inspections, as commissioned by the Department for Education, where appropriate. For example, this may be a pre-registration inspection or an inspection to follow up on significant safeguarding concerns. These inspections will have a judgement, as usual and result in the production of a report.</p> <p>It is intended that routine Ofsted and ISI inspections will restart from January 2021, with the exact timing being kept under review.</p>			
Primary assessment	<p>We recognise that pupils will have missed a critical period of their education in the 2019 to 2020 academic year. Maintaining national curriculum assessments in the 2020 to 2021 academic year will allow the department to measure the remaining impact of coronavirus (COVID-19) on this cohort of pupils nationally and help target support to local areas, schools and pupils that need it the most.</p> <p>We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</p> <ul style="list-style-type: none"> • the phonics screening check • key stage 1 tests and teacher assessment • the year 4 multiplication tables check • key stage 2 tests and teacher assessment • statutory trialling <p>For 2020 to 2021 academic year only, schools will be required to administer a past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021. Further guidance for schools will be published by the Standards and Testing Agency in September 2020.</p>	<p>Phonics and other baseline assessments will be carried out for all year groups by the end of the autumn term.</p> <p>These assessments can be delivered in- directly and in multiple methods to</p>	Teachers	Phonics Exams Baseline Assessments Results

<p>Exams</p>	<p>The statutory rollout of the reception baseline assessment has been postponed until September 2021. During the summer term 2020, schools had the opportunity to sign up to the 2020 to 2021 early adopter year.</p> <p>In light of the impact of coronavirus (COVID-19) outbreak, the 2020 to 2021 academic year will be a transitional year (subject to the necessary legislation being made) to allow schools time to prepare for, and start embedding, the engagement model. The engagement model is the new attainment framework (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study.</p> <p>The 2020 to 2021 academic year will be a transitional year where schools that have prepared to implement the engagement model will be able to report against it and schools that need more time to implement this change will have the option to assess against P scales 1 to 4, for one final year. The engagement model will become statutory from September 2021 and further information can be found at the engagement model.</p> <p>For the summer 2021 exams, we recognise that pupils in years 11 and 13 will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that these pupils are able to catch up and access exams that lead to the qualifications they need to progress. We are, therefore, planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual has consulted on proposed adaptations to exams and published its decisions at proposed changes to the assessment of GCSEs, AS and A levels in 2021.</p> <p>On Monday 17 August 2020, Ofqual and the government confirmed that, following the cancellation of summer 2020 exams, students will be awarded the centre assessment grade submitted by their school or college for A and AS level and GCSE (except in cases where the centre assessment grade is lower than the grade calculated by the exam board, where the calculated grade will stand).</p> <p>Both final GCSE grades and revised A and A level grades were issued to schools and colleges in the week beginning 17 August 2020, and students will be able to use these grades to move onto their next step.</p> <p>There will also be an opportunity for students to sit exams in the autumn and Ofqual has confirmed these exams will be available in all subjects. Where a student wishes to sit an exam, DfE's guidance on centre responsibility for autumn GCSE, AS and A level exam series sets out that we expect the</p>	<p>match the pupils' needs.</p> <p>Pupils at Overton School will be introduced to Assessment without Levels in KS3 and the Grange. Details of sub levels similar to the P Scales will be assigned to our vocational courses - see AWL Policy for further detail.</p> <p>Overton School has submitted teacher assessment and results from pre-assessments/vocational projects for 2020 entry level to level 2 results.</p>	<p>OS</p> <p>JM</p>	<p>Assessment without Levels Policy</p> <p>Submission Reports from Pearson</p>
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<p>Accountability expectations</p>	<p>centre that entered them for the summer series to enter them in the autumn series and take overall responsibility for ensuring that they have somewhere appropriate to sit their exams. Our Exam Support Service will launch at the start of the autumn term to support schools and colleges to manage this process.</p> <p>Accountability expectations Performance tables are suspended for the 2019 to 2020 academic year and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. DfE will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability.</p>	<p>Overton School has no prior national results to 2020 for comparative purposes on pupil attainment and progress.</p>	<p>OS</p>	<p>Results from Pearson</p>
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Section 5: Contingency Planning for Outbreak				
Guidance from DfE	Actions Taken	Milestones	Actioned by	Review
Response to any infection:				
Process in the event of local outbreaks	If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. DfE will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.	Overton School will liaise with the LA and the LA of our pupils to take relevant actions in the event of a local outbreak.	OS, RR	Email Com. Log
Contingency plans for outbreaks	For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support . In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.	All teachers will plan and deliver online teaching materials including guides and workbooks. Wherever possible, we will endeavour for online lessons (subject to connection, permission/allowance of pupils and availability of resources including IT equipment). Teachers can deliver online lessons as per the timetabled lesson; this may be reviewed depending on the pupil and parent/carer review.	All Teachers	Timetable Com. Log Email
Remote education support	Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. In developing these contingency plans, we expect schools to: <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have 	Where teachers LA have local lockdown, then we may adjust the school timetable to accommodate for the safety of pupils. Where IT equipment and Internet are not available, teachers will prepare resources for printing and post purposes. This will be issued to the parent/carer by the beginning of the new week where possible.		

<p>Online education resources for home learning</p>	<p>suitable online access</p> <ul style="list-style-type: none"> recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum <p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers <p>We expect schools to consider these expectations in relation to the pupils’ age, stage of development or special educational needs, for example where this would place significant demands on parents’ help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p> <p>The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.</p> <p>The following range of resources to support schools in delivering remote education is available.</p> <p>DfE has produced a quality-assured list of remote education resources which are available to schools and parents for free over the summer term.</p>			
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<p>Sharing your risk assessments</p> <p>Monitoring and review of risk controls</p> <p>Roles and responsibilities</p>	<p>Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the EEF’s COVID-19 support guide for schools.</p> <p>Schools should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).</p> <p>Monitoring and review of risk controls It is important that employers know how effective their risk controls are. They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.</p> <p>All employers are required by law to protect their employees, and others, from harm. Under the Management of Health and Safety at Work Regulations 1999, the minimum employers must do is: Identify what could cause injury or illness in the organisation (hazards).</p> <p>Decide how likely it is that someone could be harmed and how seriously (the risk).</p> <p>Take action to eliminate the hazard, or if this isn’t possible, control the risk.</p> <p>Given the employer landscape in schools is varied, we have set out here what the existing DfE Health and safety: responsibilities and duties for schools guidance states about the roles and responsibilities for health and safety in schools. The employer is accountable for the health and safety of school staff and pupils. The day-to-day running of the school is usually delegated to the headteacher and the school management team. In most cases, they are responsible for ensuring that risks are managed effectively. This includes health and safety matters. Schools must appoint a competent person to ensure they meet their health and safety duties. The Health and Safety Executive (HSE) provides more information on the role of headteachers and employers in the guidance The role of school leaders - who does what and a simple guide to who the employer is in each type of school setting in its FAQs section, under ‘Who is accountable for health and safety within a school?’.</p> <p>References to actions by employers in this guidance may in practice be carried out by headteachers in schools, but the employer will need to assure themselves that they have been carried out, as they retain the accountability for health and safety. If not already done, employers should ensure that a</p>	<p>Risk assessment of pupils and the COVID risk assessment will be shared with the workforce. Risk assessments of staff will be discussed and will be documented on a one to one basis.</p>	<p>OS, RR</p> <p>OS</p>	<p>Pandemic Policy Back to School – COVID 19 Risk Assessment Pupil Risk Assessments Staff – Personal Risk Assessments Safeguarding Addendum – COVID 19</p> <p>Risk Assessments</p>
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<p>Wider guidance on risk assessment process</p>	<p>coronavirus (COVID-19) risk assessment for their school is undertaken as soon as possible. As some pupils are already attending school, the employer is likely to have gone through a lot of this thinking already. We recommend that those employers use this document to identify any further improvements they should make.</p> <p>Health and safety risk assessments identify measures to control risks during education and childcare setting activities. Health and safety law requires the school employer to assess risks and put in place measures to reduce the risks so far as is reasonably practicable. The law also requires employers to record details of risk assessments, the measures taken to reduce these risks and expected outcomes.</p> <p>Schools need to record significant findings of the assessment by identifying:</p> <ul style="list-style-type: none"> • the hazards • how people might be harmed by them • what they have in place to control risk <p>Records of the assessment should be simple and focused on controls. Outcomes should explain to others what they are required to do and help staff with planning and monitoring.</p> <p>Risk assessments consider what measures you need to protect the health and safety of all:</p> <ul style="list-style-type: none"> • staff • pupils • visitors • contractors <p>Schools will need to think about the risks that may arise in the course of the day. This could include anything related to the premises or delivery of its curriculum or activities, whether on-site or in relation to activities offsite.</p>	<p>Updates will be included in the risk assessments as closely as possible</p> <p>Pandemic Policy covers health and safety updates related to COVID 19</p> <p>Risk assessments interviews to be conducted by the Headteacher or Deputy Headteacher.</p>	<p>OS</p> <p>OS, RR</p>	<p>Pandemic Policy</p> <p>Risk assessments</p>
<p>Consulting employees</p>	<p>It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, you cannot decide who the representative will be.</p> <p>At its most effective, full involvement of staff creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. As is normal</p>		<p>OS, RR</p>	<p>Email</p>

<p>SEND legislation</p>	<p>Engineering controls: design measures that help control or mitigate risk.</p> <p>Administrative controls: identify and implement the procedures to improve safety (for example, markings on the floor, signage).</p> <p>Having gone through this process, PPE should be used in circumstances where the guidance says it is required.</p> <p>From 1 May to 31 July, Section 42 of the Children and Families Act 2014 was modified by a notice issued under the Coronavirus Act 2020. Local authorities and health commissioners were required to use their 'reasonable endeavours' to secure or arrange the specified special educational and health care provision within EHC plans. To ensure that children and young people receive the support they need to return to school, we will not be issuing further notices to modify this duty unless the evidence changes. Our focus is now on supporting local authorities, health commissioning bodies and education settings to restore full provision for all children and young people with EHC plans.</p> <p>The temporary changes to the law on the timescales for EHC needs assessments and plans, which give local authorities and others who contribute to the relevant processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19), will expire as planned on 25 September 2020. Further information on the temporary changes to the law on EHC needs assessment and plan processes is available at changes to the law on education, health and care needs assessments and plans due to coronavirus (COVID-19).</p> <p>We remain committed to listening to and working with local authorities, parent carer representatives and specialist SEND organisations, to ensure that the lifting of the temporary changes is managed in a way that supports the needs of children and young people with SEND. Many children and young people will have found lockdown exceptionally difficult socially and emotionally. Settings should consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown (following discussion with the parents or young person) and offer additional support and phased returns where needed, as a reasonable adjustment to support a disabled child to return successfully to school.</p>	<p>Posters to remind pupils about social distancing, washing hands, what COVID 19 is. Posters for social distancing to be marked on walls.</p> <p>Room capacities stated on the front of each room. Teachers and form tutors to support pupils with COVID 19 reminders.</p> <p>Social stories, planned discussions, visual representations or information shared with parents/carers.</p> <p>EHCP, IEP, Risk Assessments, Travel Plans to be updated where needed.</p>	<p>RR</p> <p>All Staff/ Form Tutors</p>	<p>Email Com. Log</p> <p>EHCP, IEP, Risk Assessments, Travel Plans</p>
<p>Risk assessment for children and young people</p>	<p>Following the partial closure of educational and childcare settings from March 2020, we asked local authorities to consider the needs of all children and young people with an education, health and care plan and to carry out a risk assessment. Local authorities were asked to work with schools and</p>			

<p>with education and EHCP</p>	<p>parents or carers, to determine whether children and young people would be able to have their needs met at home and be safer there than attending a school.</p> <p>Risk assessments may prove useful now and over the autumn term, in identifying what additional support children and young people with education, health and care plans need to make a successful return to full education. Risk assessments may also prove useful if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a school to return to more limited attendance, or temporarily close.</p> <p>Whether individual risk assessments are used to help plan for the autumn term or not, schools should, in the spirit of coproduction, contact parents and involve them in planning for their child’s return to their school from the start of the autumn term. They should also contact and involve young people over 16 who have education, health and care plans. That might include visits to the school, social stories, and other approaches that specialist settings normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.</p>			
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