

- School will only open where the Governors and Trustees consider it safe and correct to do so based on this risk assessment.
- Staff will not be asked to teach and operate schools outside their contractual requirements and shielded staff and those with key Covid characteristics will be supported by the school.
- Where there are insufficient staff to meet health and safety requirements, school will be supported by the Local Authority/Trust with decisions over closure if all options have been considered and exhausted.

For the purpose of this risk assessment, we have used the term 'coronavirus' to refer to coronavirus disease 2019 (COVID-19).

This risk assessment will reflect local arrangements and school will only close if we do not have enough participating pupils or staff to warrant the school remaining open and/or in the event of a coronavirus outbreak.

Phase Two: From the week commencing 1st September 2020 the Government are asking all schools to re-open to all students, but they must follow Government guidance. Future phases will be identified as government guidance is released.

Coronavirus (COVID-19): risk assessment for pupils at school in Phase Two.

Elms Bank School

Assessment conducted by: Headteacher, Business Manager and Executive Site Manager	Job title: Headteacher, Executive Site Manager & School Business Manager	Covered by this assessment: pupils, staff and other relevant individuals.
Date of assessment: September 2020	Review interval: in line with government updates	Date of next review: October 2020

Related documents

DfE guidance on preparing for the wider opening of schools from 1st September - Elms Bank School Plan for phased re-opening June 2020 - previously sent to staff, EB Staff survey results, Joint Union guidance, Bury LA risk assessment planning questions, parental discussions, First Aid Policy, Supporting Pupils with Medical Conditions Policy, COSHH Policy, Administering Medication Policy, Data Protection Policy, Behavioural Policy, Staff Code of Conduct. COVID-19 School Closure Arrangements for Safeguarding and Child Protection, Remote Teaching and Learning Policy. Please see the additional resources at the end of this document.

Public Health Advice to Minimise Risks

Area for concern	Recommended Control
<p>The system of controls:</p> <p>PREVENTION</p>	<p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school. If anyone in the school becomes unwell with a new, continuous 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.</p> <p><u><i>Covid Outbreak at School:</i></u></p> <p>In the event that a member of staff or student shows Covid symptoms on entering the school the following will happen:</p> <ol style="list-style-type: none"> a) Staff member will be sent home immediately and asked to self-isolate for 10 days in the first instance. They will arrange a test and communicate the outcome of that test asap to the school. b) Parents/carers will be called for a student suspected with signs of Covid. The child will be escorted to the sensory garden, weather dependant and student ability dependent. The staff member will remain at least 2m away and wear PPE consisting of apron, gloves, face mask and clear visor. The child must not touch any door handles or surfaces inside. Where the weather is deemed not suitable to being outside or the student is unable to be safe outside, meeting room 2 will be used. Where a student can independently sit within meeting room 2, the escorting member of staff will sit outside of the room. The room will be fully ventilated with windows open. The member of staff will wear PPE consisting of gloves, apron, face mask and clear visor. Once the student has been collected by the parent, the student will be asked to self-isolate for 10 days and seek testing. Parents to confirm the test result to school asap. School will assist in obtaining the test where appropriate. c) In the event meeting room 2 has been used to isolate a student with Covid symptoms, the site team will deep clean the areas the student has been located. Site team will wear PPE consisting of gloves, aprons, face masks and clear visors. d) In the event a student/staff member becomes ill during the day with suspected Covid symptoms – the above applies but there will also be a deep clean conducted by the site team (wearing PPE as above) of any areas that the student has been during the day. The remaining group or POD (depending on area of school) will be sent home to self-isolate for 14 days or await the outcome of the test. School staff to always have a change of clothes to enable them to have a shower where they have been working within 2m of suspected Covid student. <ol style="list-style-type: none"> a. KS3 POD – Hydro showers and New Hygiene suite when completed b. KS4 POD Hydro showers c. Thrive POD – Thrive Hygiene suite d. SP POD – SP Hygiene suite e. Nurture POD – Independent Living Room Shower. f. College – Gym showers e) In the event a member of staff or student is confirmed to have Covid – a dynamic risk assessment will be completed and assess to what extent a deep clean is needed and whether the school will need to be closed to undertake this. All endeavours to keep the

school open will be maintained – however it may be necessary to close the school in exceptional circumstances. The Trustees, Governors and Headteacher reserve the right to make this judgement.

- f) In the event a member of staff or student is confirmed to have Covid – staff members and students working closely with them (within a 2m distance and for longer than 15 minutes) will be informed and ask to self-isolate for 14 days. In this time, they will need to seek a test between day 7-14 and confirm the outcome to school.

Please note: All the same procedures will be in place at the college in light of a suspected outbreak. However, students will be escorted to the student entrance and wait there for family to pick them up.

2) Clean hands thoroughly more often than usual. Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly:

- After coming into school – between 8.50am and 9am – and then every half an hour throughout the day.
- After sneezing or coughing – encourage to complete this action into the crease of their arm.
- Before and after handling or eating food
- After going to the toilet
- Staff (pre-agreed with SLT) who are crossing PODS
- Increased hand sanitisers and hand cream around school. Students always supervised when moving around school.

3) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach. Promote the ‘catch it, bin it, kill it’ approach, e.g. by providing tissues, bins, posters

- Tissues and lidded bins provided in classrooms
- Posters around school to encourage ‘Catch it, Bin it, Kill it’

4) Enhanced cleaning introduced, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

- New cleaning regime implemented throughout main site and College
- Cleaning log introduced to track procedures
- Checks on PPE Levels and tracked
- Resources cleaned regularly within classrooms
- Specialist facilities (Hydro, Sports Hall, Dining Hall and Minibuses for example) that are shared will have a cleaning rota built into the timetable
- All staff must clean the SP gym equipment/sensory integration room/college light room after using.
- All classrooms have access to cleaning fluids and materials
- Safe disposal of all rubbish implemented
- Purchased more cleaning and PPE stock.
- Computer, Keyboard, phone, mouse Must be wiped between each person’s use with antibacterial Wipes

5) Minimise contact between individuals and maintain social distancing wherever possible

All students and staff allocated into a POD – [see class list](#)

All staff to wear face coverings or visors. Fresh face coverings or washed visors to be worn every day.

*Some staff identified to be across PODs – this is with agreement with SLT only – SLT, Site team, Nursing Team, SALT and Multi Agency teams, some key individuals.

- **KS4 POD** – Includes the rooms: Library, ICT room, Tech Room, Science room, Product Design Room and Food Tech room. Plus, the Bistro. Bistro to be used as an additional classroom – e.g. Performing arts but also as a space for break times and lunch times. Also, the Sports Hall to be used for physio input for KS4 students.
PE to be either in classrooms/Year 7 yard, or sports hall. Outside physical exercise where ever possible.
Break out/quiet room – meeting room 2
KS3 POD – Includes the rooms: Room 18, Glitter Base, New Classroom (Drama room), Art room, Yellow Base classroom, Maths 1, Maths 2, Music, English 1, English 2 and English 3.
Plus, Year 7 yard and Dining Hall for breaks and lunch times – and KS3 students’ physio input.
PE to be either classrooms/Year 7 yard or dining hall. Outside physical exercise where ever possible.
Break out/quiet room – Blue room or withdrawal room next to Yellow Base.
Pastoral Lead for Inspire and Explore and the Supports – will work in Pastoral Leads’ office.
Pupil Administrator and EHCP Coordinator – will work in Meeting Room 3.
- **Nurture:**
In base for all lessons.
PE – Year 7 Yard/Classrooms/Sports Hall. Outside physical exercise where ever possible.
Breaks and Lunches – in base or MUGA.
- **Thrive:**
In base for all lessons. Physio to be conducted within class.
Movement and Theme – to continue as all Thrive in a bubble together
Breaks and Lunches – Sensory garden.
- **Specialist Provision:**
In base for all lessons.
PE – in dept., SP Gardens or on MUGA. Outside physical exercise where ever possible.
Breaks and Lunches – SP Gardens and Field.
Pastoral Lead for Thrive, SP and Nurture and the Supports – will work in the Pastoral office.
- **College:**
In College for all lessons.
Fairfield Internship to be relocated to Unsworth Community Hub.

- Any pre-agreed member of staff who crosses PODS – to wash hands and sanitise BEFORE entering new POD. Staff must wear face covering.
- Students to remain within POD or class bubble and teachers move to them.
- Revised timetables to accommodate groups and minimise movement between classrooms completed
- Breaks and lunches will not be staggered – however – designated areas for eating and break out spaces allocated to each POD
 - KS3 POD eat within classrooms and break out to Year 7 Yard
 - KS4 POD eat within classrooms and break out to BISTRO
 - Nurture eat within classrooms and break out to MUGA
 - Thrive eat within classrooms and break out to Sensory Garden
 - SP eat within classrooms and break out to SP Gym or Field
 - College eat in classrooms and break out to BISTRO or outside space.
- All lunches will be pre-ordered during form time and delivered to students' classrooms
- Assemblies will be virtual
- After school clubs will be reduced and be offered on a POD basis
- Students allocated to a POD will have a designated entrance and exit:
 - KS3 POD - Back door entrance (reception if parents are dropping by a pre-agreement)
 - KS4 POD - Reception
 - Nurture -Student entrance
 - Thrive – Student entrance
 - SP – Student entrance
 - College – Student entrance/Main entrance
- Staff to download Invenry app to allow mobile sign in. Staff allocated to a POD will have designated entrance and exit:
 - KS3 POD - Back door entrance
 - KS4 POD - Reception
 - Nurture -Hydro entrance
 - Thrive – Sports Hall entrance
 - SP – Sports Hall entrance
 - College – Main entrance
- Staff training will use Microsoft Teams and staff will remain in class bubbles to access this. Part time staff will access Monday night training from home instead of travelling into school.
- Staff will have an allocated eating area and work room for each POD:
 - Inspire and Explore KS3 and 4 PODs (including Admin/Site staff) – Gallery, Staff room and Staff workroom **Please note the staff workroom will be in the Peripatetic Music Room from September.*

- Nurture – BB Food Room and Independent Living Rooms
- SP and Thrive – Remember Classroom
- College – College Staff room
- Staff and students will have allocated toilets for each POD/s:
 - Inspire and Explore KS3 POD– Staff toilets near staff room/Student toilets near red base*
 - Inspire and Explore KS4 POD– Staff toilets near offices/Student toilets on Technology corridor*
 - *students in KS3 and 4 PODS needing a Hygiene suite will have to use the one on the Technology corridor until new hygiene suite is completed. Deep cleaning between POD children will be needed.
 - Nurture – Independent Living Bathroom/student base toilets
 - SP and Thrive – Toilets on top corridor of new build/student’s hygiene suites
 - College – Staff toilets in college/student toilets/hygiene suite in college.
- Limited Visitor policy at school between September -December 2020 – see Visitor Policy.
- Limit visits to school offices from staff - where possible email work to admin members.
- Cover supervisors not in the KS3/4 POD to discuss cover via phone/email or teams.
- Meetings with admin team to be via teams or telephone.
- KS3 and 4 student mobile phones handed into office by class staff member. SP/Nurture/Thrive mobile phones to be handed into class teacher who will lock them away in the classroom.
- Student and staff lunch orders to be emailed to kitchen direct.
- Where possible, return to work meetings to be completed via teams or phone.
- Photocopying –
 - KS3 and KS4 POD staff to email office photocopier and collect at office window
 - Thrive and SP staff to use photocopier on top corridor in Thrive.
 - Nurture staff to use photocopier by student entrance
 - College to use staff room photocopier
- Staff work room –
 - KS3 / KS4 POD staff to use staff work room and/or staff room
 - Nurture to use BB kitchen or Kingsley
 - SP/Thrive to use Remember

6) Where necessary, wear appropriate personal protective equipment (PPE)

All staff will wear face coverings on entering the building and wear at all times, apart from eating and drinking at designated break times, or working in own office area.

- All staff to wear face mask when moving around their POD or those staff who move between PODS/bubbles.

	<ul style="list-style-type: none"> • All staff to wear a visor when in the classroom. Face masks need to be stored responsibly in a clean container/plastic bag and not placed on surfaces or left around school/college. <p>PPE is currently used in school in normal practice for example: gloves and aprons – used for personal care of a student/feeding a student. This will remain the same for most young people attending EB. However, where individuals need an individual risk assessment for additional procedures or PPE they will be undertaken.</p> <p>However, in addition to the above, the SLT and School Nurse have identified the following scenarios where PPE gloves, aprons, a face mask and a clear visor must be worn. These include:</p> <ul style="list-style-type: none"> • when dealing with seizures • vomiting • anyone with Covid symptoms • nose bleeds • respiratory problems • cleaning an area where a student/staff member with suspected Covid symptoms has been. <p>* We have a small number of students who have tracheostomies and need them changing or students need suctioning. A separate risk assessment will be built around these students as part of their individual risk assessment. Staff working with these students will be required to wear fully fitted FFP2 masks and full PPE gowns, gloves and goggles.</p>
	<p>7) Minimise cross contamination between homes and school/ensuring that they follow guidance from Government when not in school/work All students and staff to minimise the number of items they bring from home.</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Parental agreement signed before starting back in September. ○ Form staff responsible for ensuring PE and hydro kits are washed weekly. ○ KS3 POD – no bags, water bottles, pencil cases, sandwich boxes – hydro/PE kit sent in at the beginning of term and it remains in school/washed in school ○ KS4 POD - no bags, water bottles, pencil cases, sandwich boxes – hydro/PE kit sent in at the beginning of term and it remains in school/washed in school ○ Nurture - no bags, water bottles, pencil cases, sandwich boxes – hydro/PE kit sent in at the beginning of term and it remains in school/washed in school ○ Thrive – limited bags (for medication/personal care items), water bottles, pencil cases, sandwich boxes – hydro/PE kit sent in at the beginning of term and it remains in school/washed in school ○ SP – limited bags (for medication/personal care items), water bottles, pencil cases, sandwich boxes – hydro/PE kit sent in at the beginning of term and it remains in school/washed in school ○ College – no bags, water bottles, pencil cases, sandwich boxes – hydro/PE kit sent in at the beginning of term and it remains in school/washed in school *limited number of students who would follow Thrive/SP POD model.

- Students either have a school lunch or a packed lunch wrapped in throw away packaging and brought to school in a throw away bag. Meals requiring cutlery should be limited to those bought from a shop and disposable cutlery is provided with it.
- Cups in the classrooms for water – paper cups – to be thrown away.
- No home/school diary – email contact with form tutor logs to be in place September -December 2020.
- No homework sent home from school – all set via internet – either Twitter Challenges or Microsoft Teams
- Students wear clean uniform every day. Clothes to be washed at home when students arrive home, students to shower after school.

Staff:

- All staff to sign a declaration of health form before starting in September.
- Staff to limit the number of bags/items brought from home
- Staff to bring one bag with showering equipment and change of clothes. Staff to leave in school.
- Staff to bring hydro and PE kit into school and leave in school. Washed in school.
- Staff either have a school lunch or a packed lunch wrapped in throw away packaging and brought to school in a throw away bag. Meals requiring cutlery should be limited to those bought from a shop where disposable cutlery is provided with it.
- Water bottles brought into school, to remain in school. Must be labelled with name.
- Teaching staff not to take home books to mark – light touch marking policy implemented between September – December 2020.
- Teaching staff to utilise Microsoft Teams and Microsoft 365 to aid access to electronic files.
- Staff planner to remain in school. Electronic planning version available.
- Staff to wear clean clothes every day. Staff to wash clothes and shower immediately on returning home.

8) Additional Measures:

- **All rooms to be ventilated with all open windows/doors. This includes times when it may be cold outside. Children and staff to wear extra layers if this is the case.**
- College classrooms to have air con on to produce fresh air circulation around the building.
- Rooms when not in use to be propped open to allow air to circulate – including hygiene suite.
- Temporary sinks installed in reception areas across all sites.
- No external trips to be organised
- Staffing working with students who find it hard to socially distance ensure they are bare below the elbows to enable easy cleaning of hands and forearms.
- No physical money to be brought into school by students for snack – parents must use parent pay.
- No physical money to be brought in by staff to pay for staff lunches – staff must use parent pay.
- All long hair to be tied up into a ponytail
- Staff to sign in using their barcode on their staff pass or through the mobile app.

	<ul style="list-style-type: none"> • No neck lanyards to be worn – clip on lanyards to be worn. • Staff needing admin support, incidence forms, photocopying must email the office staff instead of visiting them. • Post trays for Thrive, SP and Nurture to be relocated to near student entrance. KS3 and 4 post trays to remain in the same area.
The system of controls: RESPONSE TO INFECTION	<p>9) Engage with the NHS Test and Trace process.</p> <ul style="list-style-type: none"> • All staff and students supported to access testing • All staff to phone with any health concerns by 7.30am each morning. Covid related issues and questions must also be communicated to school via phone by 7.30am to AW/SLT. • All staff and families to share track and trace information asap • All staff and families to share Covid related illnesses within the immediate family with school.
	<p>10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <ul style="list-style-type: none"> • See section 1
	<p>11) Contain any outbreak by following local health protection team advice</p> <ul style="list-style-type: none"> • In case of a Covid outbreak EB will contact PHE and Local Authority
Risk assessments	<p>Complete health and safety risk assessments</p> <ul style="list-style-type: none"> • Staff consulted on risk assessment between – 6th July and 17th July. Contributions reflected within document. • Individual staff risk assessments completed who are BAME. Individual risk assessments to be undertaken who are returning from shielding and/or pregnant. • Individual students to have an individual risk assessment undertaken by class/form teacher. This will cover personal care arrangements, levels of PPE to be worn when working with a student who may pose Covid complications, behaviour interventions, feeding plans and students requiring medical procedures e.g. tracheostomies/suctioning. • Individual risk assessments for key activities i.e. hydrotherapy, H and B, Gym and Library.

School Operations

Area for concern	Recommended Control
<p>Transport</p>	<p>EB has worked with the LA Transport dept. to align buses with their POD system.</p> <ul style="list-style-type: none"> ○ **KS3 POD - Back door entrance – back door car park * Buses will drop off at the front and drive to the back where buses can't be aligned completely. ○ KS4 POD – Reception – front car park ○ Nurture -Student entrance– front car park ○ Thrive – Student entrance– front car park ○ SP – Student entrance – front car park ○ College – Student entrance/Main entrance- College car park <p>**KS3 POD - Parents will drop at reception by a pre-agreement and staggered time.</p> <ul style="list-style-type: none"> ● Parents have been informed which POD their children are in and form tutors are discussing individual drop off arrangements for KS3 POD. ● Bus dis-embarkment will be staggered and directed by senior staff. ● All parents dropping off students have been told to wait until they can drop off their child. ● Parents will be reminded in August of the new arrangements. ● Independent Travellers to be told they must not arrive BEFORE 8.50am. They will be asked to wait in the Bistro sitting area outside if they do arrive early. ● Where needed – Independent Travellers to join a 'walking bus' or an individual bus to meet them at collection points. ● Where independent travellers continued to use public transport – parents to apply for a lanyard/card to denote they do not need to wear a mask due to a disability.
<p>Attendance</p>	<p>Elms Bank have written to parents to outline:</p> <ul style="list-style-type: none"> ○ what precautions and processes will be in place ○ mandatory attendance expectations ○ the reasons why returning to school is important <p>Pastoral and safeguarding team have:</p> <ul style="list-style-type: none"> ● Identified pupils who are reluctant or anxious about returning or who are at risk of disengagement and developed social stories for all students to explain the changes. Form tutor and/or pastoral teamwork with individuals who are particularly anxious. ● EB will consider using the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance

	<ul style="list-style-type: none"> • EB will work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance.
Workforce	<ul style="list-style-type: none"> • The clinically extremely vulnerable list will be paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may be advised not to return to work. EB will assess how many staff remain in this much smaller group and the impact on the workforce • Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. Individual risk assessments in place. • To minimise the numbers of temporary staff entering the school premises, EB have secured supply assignments with supply teachers/teaching assistants and agreed contract until Christmas. TA Level 3s will be required to step up across their POD to ensure minimal supply staff within the school.
Extracurricular activities	<ul style="list-style-type: none"> • Breakfast Club – this will be provided by 'Breakfast in a Bag' and be delivered and eaten in form. • After school clubs will be streamlined and PODS offered one evening each. • As with physical activity during the school day, contact sports will not take place

Curriculum, behaviour and pastoral support

Area for concern	Recommended Control
Curriculum	<ul style="list-style-type: none"> • All timetables will run as close as to the planned timetable. Some subjects are planning a short scheme of work identifying skills that can be taught within a static classroom environment with limited resources and specialist classrooms. For example: science, PE, Food Technology and Product Design all have reviewed what is being taught and how. • All teachers will identify the most important missed knowledge and make use of flexibilities to plan how this will be covered, within a broad curriculum in all subjects • All teachers will plan formative assessments of pupils to inform modifications to the school's curriculum • Pastoral staff will identify students most at risk of disengagement/most in need of additional support • Engage with LAs, agencies and the families to review EHCPs and identify what interventions are needed to ensure students can continue to make gains on their EHCP targets. • Animal Care is a large part of College and Nurture PODs' curriculum, as well as a therapeutic intervention across school and will continue to be part of the curriculum. • The school dogs will access more than one POD in main school – however – all students will wash their hands after petting or walking the dog. <ul style="list-style-type: none"> ○ Bob, Poppy and Bear – Nurture, College SP and KS3/4 PODS. ○ Monty and Holly – College and Library • The school chickens will be accessible – but appropriate PPE will be worn • The school rabbits will be accessible — all students will wash their hands after petting the rabbits. Additionally only staff members will go to collect the rabbits from their hutches.
Physical activity	<ul style="list-style-type: none"> • Our approach to physical activity within the school day has been reviewed. Students will access PE from either their classroom, small yard, MUGA, field, dining hall or sports hall. This will be done in class bubble groups and not in large Year groups. Sports equipment is thoroughly cleaned between each use, and contact sports are avoided. • Outdoor sports where possible will be prioritised, and large indoor spaces used where it is not, maximising distancing between pupils and paying attention to cleaning and hygiene. This is particularly important because of the way in which people breathe during exercise

Pupil safety, well-being and support	<ul style="list-style-type: none"> ● Form time activities will continue to focus upon wellbeing and mental health. It will: <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 ● Form time 40 mins am will focus on wellbeing and 25 mins pm will focus on reading recovery ● Focused pastoral support where issues are identified will be prioritised ● The support needs of particular groups will be considered in particular those who need additional help (for example children in need), and any newly vulnerable pupils on their return to school
Behaviour expectations	<ul style="list-style-type: none"> ● EB is a highly inclusive setting and already has a wide-ranging Behaviour Policy. ● Reviews are being undertaken on individual behaviour plans to lessen the need to use positive handling – adjusting curriculum demands will be one of those measures used where we feel a student is under too much pressure during the school day. ● On-Call protocols re-written – please see protocols.

Contingency planning for outbreaks	
Area for concern	Recommended Control
Process	See section 1
Remote education	<ul style="list-style-type: none"> ● EB has applied for government-funded support to access Office 365 Education. Most teachers have had training on Microsoft Teams July 10th, 2020. This will be followed up with another session on 2nd September from a Microsoft Teams expert. Additional training from AHT Progress will focus on how to get lessons ‘online ready’. ● All students will have access to online education – consisting of the power point and resources of every lesson taught from 4th September.

Additional resources:

School Policies and Procedures: <https://www.elmsbank.co.uk/key-information/policies-and-guidance/>

NHS Testing and Track and Trace: <https://www.nhs.uk/conditions/coronavirus-covid-19/>

Local Health Protection Team: <https://www.gov.uk/guidance/contacts-phe-health-protection-teams#greater-manchester-hpt>

DFE Guidance:

- **Safeguarding:** <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- **Remote learning:** <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- **Attendance:** <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- **Premises:** <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
- **Prevention and control-** <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- **Advice:** <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>
- **Data protection:** <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>
- **Educational provision guidance:** <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>
- **Educational settings:** <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- **Guidance on school closures:** <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>
- **Reporting:** <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq>
- **NQT advice:** <https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers>
- **Cluster and hubs:** <https://www.gov.uk/government/publications/using-clusters-and-hubs-to-maintain-educational-provision/cluster-and-hub-provision-coronavirus-covid-19>
- **Vulnerable:** <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

- **Extremely vulnerable:** <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
- **SEND** - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
- **Home learning support:** <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
- **Remote support:** <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
- **Accountability measures:** <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>
- **Pupils' mental health support/pastoral care at home:** <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress>
- **Parents:** <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
- **Parents with pupils with SEND:** <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
- **Supporting parents:** <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>
- **Local authority:** <https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/school-term-dates-closures/school-closures>
- **Local authority:** <https://www.peterborough.gov.uk/residents/schools-and-education/school-closures>
- **Financial support:** <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>
- **Exceptional costs:** <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020>
- **Reducing burdens:** <https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings>
- **Social distancing:** <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>
- **PPE:** <https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe>
- **Public health England** <https://www.gov.uk/government/organisations/public-health-england>
- **NHS:** <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- **Government advice:** <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- **DfE** <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

- **A detailed checklist and key guidance for action for health and safety** is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- **Information re testing:** <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>