

Summaries of the three main documents regarding transition back into school May 2020

These documents have read in the order listed. Contents from the second and third documents have not been repeated where it exists in a previous document unless the information is more detailed or new. The documents listed below are those summarised. The colour coding shows which document the information was taken from. Information has been grouped to make reading easier. All information is relevant to all staff in school.

Guidance: Actions for education and childcare settings to prepare for wider opening from 1 June 2020. Updated 12 May 2020

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

Guidance: Coronavirus (COVID-19): implementing protective measures in education and childcare settings: Published 11 May 2020

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Guidance: Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers: Updated 11 May 2020

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>

Bubbles / Groups / precautions / staff

- Children to stay with their new class/group where ever possible. children, mix in a small group and keep that small group away from other people and groups.
- early years and primary age children cannot be expected to remain 2m apart from each other and staff
- only mix in a small, consistent group and that small group stays away from other people and groups.

- different groups do not mix (and especially do not play sports or games together)
- avoid contact with anyone with symptoms
- minimise contact and mixing
- It is still important to reduce contact between children and staff as far as possible
- classes should normally be split in half, with no more than 15 pupils per small group and one teacher and, if needed, a teaching assistant
- support staff may be used to lead groups
- Where the physical layout of a setting does not allow small groups of children to be kept at a safe distance apart, we expect practitioners to exercise judgement in ensuring the highest standards of safety are maintained
- cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- frequent hand cleaning and good hygiene practices
- ensure that help is available for children and young people who have trouble cleaning their hands independently
- children clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing
- children are encouraged not to touch their mouth, eyes and nose
- children use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')
- where possible, all spaces should be well ventilated using natural ventilation (opening windows)
- minimise contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)
- prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation
- Wearing a face covering or face mask in schools or other education settings is not recommended. Wearing Face masks does not apply to schools. Face coverings should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.
- reduce movement around the school or building

- consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously
- remove soft furnishings, soft toys and toys that are hard to clean
- ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day
- clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal
- there is no need for anything other than normal personal hygiene and **washing of clothes following a day in an educational setting**
- limit the amount of shared resources that are taken home and limit exchange of take-home resources between children,
- prevent the sharing of stationery and other equipment where possible
- practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between cohorts
- Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days.
- **brief, transitory, contact such as passing in a corridor is low risk.**
- ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time

Cleaning / Premises

- **Increased cleaning/ regular cleaning of settings**
- **Reduce pinch-points**
- cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- Desks should be spaced as far apart as possible.
- thorough cleaning of the rooms at the end of the day
- accessing rooms directly from outside where possible

Parents need to know

- **Parents to drop off, pick up away from each other**
- **children in eligible year groups are strongly encouraged to attend**
- **Parents will not be fined for non-attendance at this time**

- children, young people and staff who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield.
- minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- plan parents' drop-off and pick-up protocols that minimise adult to adult contact
- tell parents that if their child needs to be accompanied to the education, only one parent should attend
- make clear to parents that they cannot gather at entrance gates or doors,
- need for normal personal hygiene and washing of clothes following a day in an educational setting
- encouraging parents and children and young people to walk or cycle to their education setting where possible **and avoid public transport at peak times**
- Parents, carers and settings do not need to take children's temperatures every morning. Routine testing of an individual's temperature is not a reliable method for identifying coronavirus
- When settings open to the wider cohort of children and young people, all those children and young people eligible to attend, and members of their households, will have access to testing if they display symptoms of coronavirus. **To access testing parents will be able to use the 111 online coronavirus service.**
- **Have access to [Guidance: Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers: Updated 11 May 2020](#)**

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>

- **schools and other settings can make changes to how they are organised and put measures in place to reduce risks**
- **We are asking that only these year groups return to schools from 1 June. This does not include siblings**
- **You should notify your child's school as normal if your child is unable to attend so that staff are aware and can discuss with you.**
- **Where the child, young person or staff member tests positive, the rest of their class/group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class/group do not need to self-isolate unless the**

child, young person or staff member they live with in that group subsequently develops symptoms.

- Education settings have the flexibility to provide support and education to children and young people attending school in the way they see fit during this time.
- Schools should provide meal options for all children who are in school
- It is possible that some settings will make changes to their start and finish times or introduce processes for drop-off and collection times to keep children and families safe.

Curriculum

- Make more use of outdoor space for learning where possible, as this can limit transmission and more easily allow for distance between children and staff
- consider which lessons or classroom activities could take place outdoors
- Schools continue to be best placed to make decisions about how to support and educate all their pupils during this period

Testing

- Staff and pupils will be eligible for testing if they become ill, as will members of their households

Management

- Every setting should carry out a risk assessment before opening
- (support pupils in Year 6, who will need both their primary and secondary schools to work together to support their upcoming transition to Year 7 - Year 4?)
- For nonattendance of children staff can explore the reason with the family and address barriers together
- we expect providers and local authorities to consider how to encourage children's attendance
- Schools should resume taking their attendance register **and** continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending
- We will only welcome back additional year groups if the most up-to-date assessment of the risk posed by the virus indicates it is appropriate to have larger numbers of children within schools
- Schools should not require staff, children and learners to wear face coverings.

- discuss additional cleaning requirements and agree additional hours to allow for this
- ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days
- ensure that the same teacher(s) and other staff are assigned to each group, as far as possible
- consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors
- stagger the use of staff rooms and offices to limit occupancy
- **Where settings are observing guidance on infection prevention and control closure of the whole setting will not generally be necessary.**

Home learning / Staff working from home

- Schools should use best endeavors to support pupils attending school as well as those remaining at home
- schools should assess whether staff who are having to stay at home due to health conditions are able to support remote education
- Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance have been advised to take extra care in observing social distancing and should work from home where possible

School Meals

- Schools should provide meals for all children in school
- We are also continuing to ask schools to work with their food providers to offer meals or food parcels for free school meal pupils not in school. The provision of food vouchers for those eligible under the benefits criteria will also continue to be available where needed

First Aid - First Aid staff and SLT

- if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).

- . If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn
- 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 of the child and 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. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.
- If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves