

# Recovery Plan and Risk Assessment



## Overarching Guidance for all staff:

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

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

## Staff Principles

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

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

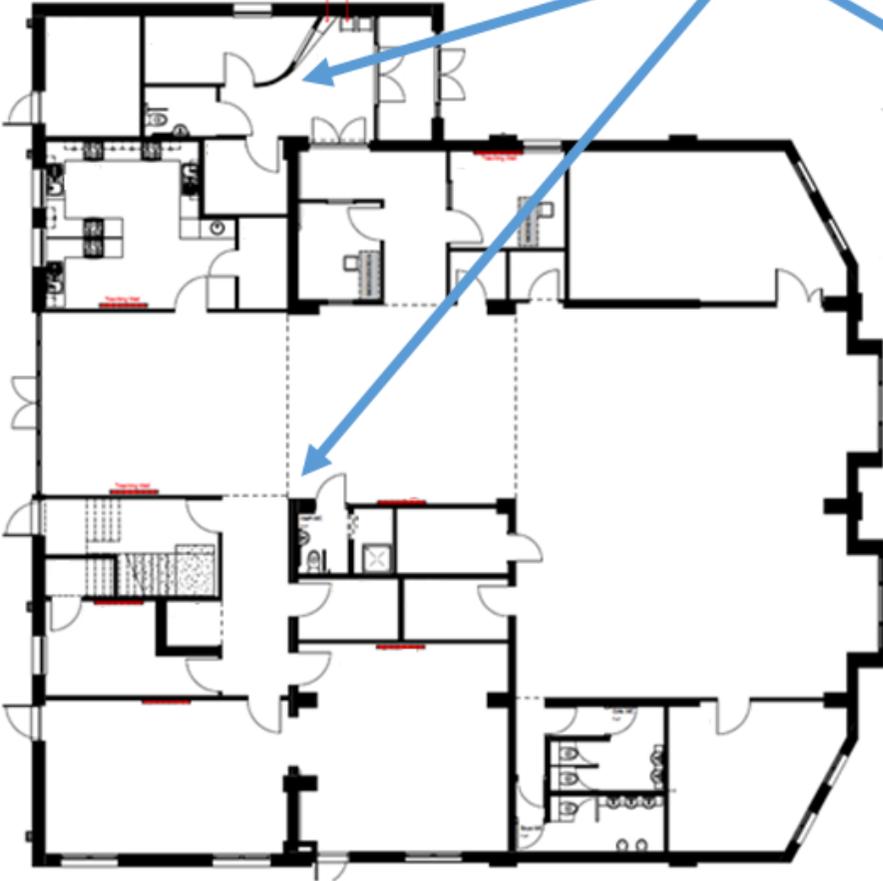
		<ul style="list-style-type: none"> <li>• have been assessed as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support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

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

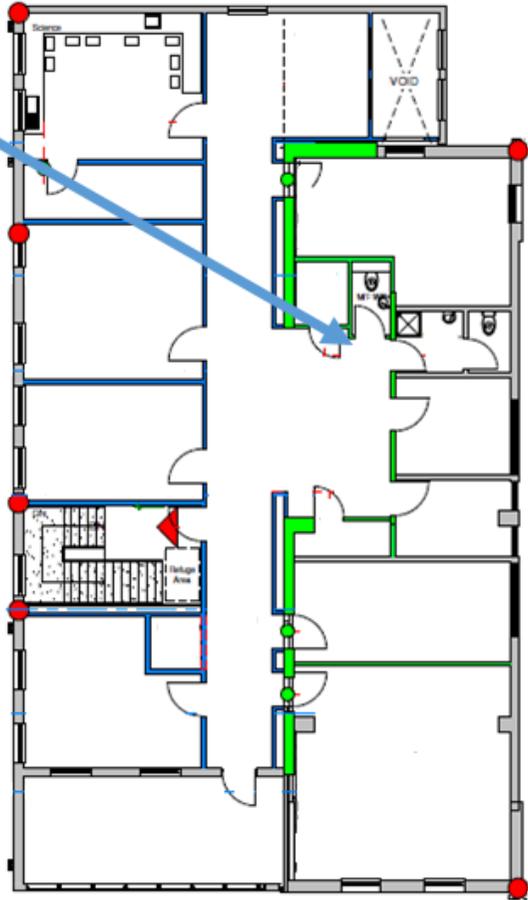
		<p>people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.</p> <ul style="list-style-type: none"> <li>▪ The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:</li> <li>▪ children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>▪ if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from</li> </ul>		
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		coughing, spitting, or vomiting, then eye protection should also be worn		
<b>Class Size and Groups</b>	<ul style="list-style-type: none"> <li>▪ No more than 3 pupils in one class.</li> <li>▪ Social distancing applies with desks and movement around the building at all times.</li> <li>▪ Groups should remain apart from each other for the entire day.</li> </ul>	<ul style="list-style-type: none"> <li>▪ If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher.</li> <li>▪ Desks should be spaced as far apart as possible.</li> </ul>		<b>M</b>
<b>Actions</b>				
▪				
<b>Physical Building</b>	<ul style="list-style-type: none"> <li>▪ One child per desk.</li> <li>▪ Desks to be moved 2m apart and further where possible.</li> <li>▪ Channels for the teacher to be created behind the desks for teachers to move</li> <li>▪ Children discouraged from bringing anything from home that is unnecessary. Only a water bottle and coat will be required.</li> <li>▪ Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> </ul> <p><b>Outdoor Space</b></p> <ul style="list-style-type: none"> <li>▪ Where lessons and weather permit, learning is to take place outside, teachers should use outdoor education wherever possible.</li> <li>▪ Outdoor equipment, however, should not be used unless sufficient cleaning of the equipment can be completed after any activity.</li> </ul> <p><b>Signage</b></p> <ul style="list-style-type: none"> <li>▪ Hand sanitiser station posters located around the building and toilets have washing hands posters.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Desks should be spaced as far apart as possible.</li> <li>▪ Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days</li> <li>▪ Read <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> </ul>		M

Sanitizer Stations



Ground Floor



First Floor

<b>Teaching, Learning and Curriculum</b>	<p>Lessons and activities will be decided by senior leaders during the initial planning phase but will include:</p> <ul style="list-style-type: none"> <li>▪ All books to stay on desks in front of the child with their other equipment.</li> <li>▪ All marking to be completed in the books once the children have left the school site.</li> </ul>	<p>refresh the timetable:</p> <ul style="list-style-type: none"> <li>• decide which lessons or activities will be delivered</li> <li>• consider which lessons or classroom activities could take place outdoors</li> </ul>		L
<b>Actions</b> <ul style="list-style-type: none"> <li>▪ <b>Considerations to be review on a weekly basis or dependant on Government advice</b></li> </ul>				
<b>Social Distancing</b>	<ul style="list-style-type: none"> <li>▪ Physical contact such as handshakes and hugs must be avoided between educational staff</li> <li>▪ Staff, pupils and adults on site should endeavour to stay 2m apart.</li> <li>▪ Strict adherence to this policy will be monitored.</li> </ul>			M
<b>Timetable for Day</b>		<p>Reduce mixing within education or childcare setting by:</p> <ul style="list-style-type: none"> <li>• staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</li> <li>• staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group.</li> </ul>		M
<b>Lunchtimes</b>	<ul style="list-style-type: none"> <li>▪ Lunch to be eaten on the way home and will be provided as a grab and go system.</li> <li>▪ Collection of the meals will be delivered on a staggered basis.</li> </ul>	<ul style="list-style-type: none"> <li>▪ staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</li> </ul>		M
<b>Movement- Children</b>	<ul style="list-style-type: none"> <li>▪ Staff will facilitate the transitions between lessons and at the end of the school day.</li> </ul>	<ul style="list-style-type: none"> <li>▪ considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</li> </ul>		L

<b>Movement- Staff</b>	<ul style="list-style-type: none"> <li>Teachers can sit together (2 metres apart)</li> <li>Teachers should stay in their designated areas as much as possible.</li> </ul>	<ul style="list-style-type: none"> <li>stagger the use of staff rooms and offices to limit occupancy</li> </ul>		L
<b>Movement- Parents</b>	<ul style="list-style-type: none"> <li>Parents should not enter the school building under any circumstances.</li> <li>Only one parent should drop off and collect children.</li> </ul>	<ul style="list-style-type: none"> <li>encouraging parents and children and young people to walk or cycle to their education setting where possible</li> </ul>		L
<b>Working Hours</b>	<ul style="list-style-type: none"> <li>Staff should only enter the school site between 9.30am and 4pm</li> <li>Cleaner in after 4.30pm.</li> <li>Caretaker before 8.00am.</li> </ul>			L
<b>Premises checks</b>	<p><b>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</b></p> <ul style="list-style-type: none"> <li>Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use.</li> </ul> <p><b>Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers</b></p> <ul style="list-style-type: none"> <li>Hot water generation servicing to continue in line with manufacturers’ criteria.</li> <li>Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.</li> <li>Regularly check hot water generation for functionality and if required, temperature recording</li> <li>If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out.</li> </ul> <p><b>Gas safety</b></p> <ul style="list-style-type: none"> <li>Do not isolate gas supplies to boilers and hot water generation</li> <li>To avoid the risk of leaks and dangerous build-up of gases, isolate gas supplies where not in use, e.g. science labs and prep rooms, design and food technology classrooms, and school kitchens. Otherwise, gas services should remain in normal operation.</li> <li>Continue planned gas safety checks including gas detection/interlocking Fire safety</li> </ul>	<ul style="list-style-type: none"> <li>During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - <a href="https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety">https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety</a></li> </ul> <p>For reference, use the Approved Code of Practice &amp; HSG 274 for hot water.</p>		M

	<ul style="list-style-type: none"> <li>▪ Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated.</li> <li>▪ Carry out weekly checks of alarms systems, call points, and emergency lighting.</li> <li>▪ Carry out regular hazard spotting to identify escape route obstructions.</li> <li>▪ Check that all fire doors are operational. Fire drills should continue to be held as normal.</li> </ul> <p><b>Kitchen Equipment that holds water, for example dishwashers and combination ovens</b></p> <ul style="list-style-type: none"> <li>▪ Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth.</li> </ul> <p><b>Security</b></p> <ul style="list-style-type: none"> <li>▪ All areas of the school should be kept secure.</li> <li>▪ Access to certain closed areas should only be possible by relevant staff – for example science laboratories, chemical stores and IT rooms.</li> <li>▪ Check that access control and lockdown systems are operational.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>▪ All systems to remain energised in normal operating mode.</li> <li>▪ Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off.</li> <li>▪ Where possible, occupied room windows should be open.</li> <li>▪ Ventilation to chemical stores should remain operational.</li> </ul> <p><b>Other points to consider</b></p> <ul style="list-style-type: none"> <li>▪ Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode.</li> <li>▪ For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building e.g. hygiene rooms, sports hall showers etc.</li> <li>▪ Update your keyholder information.</li> </ul>			
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	<ul style="list-style-type: none"> <li>▪ Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers.</li> <li>▪ Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance: <a href="https://www.hse.gov.uk/news/work-equipment-coronavirus.htm">https://www.hse.gov.uk/news/work-equipment-coronavirus.htm</a></li> </ul>			
<b>Toilet facilities</b>	<ul style="list-style-type: none"> <li>▪ Pupils should only enter one at a time into toilets.</li> <li>▪ Caretaker and cleaner to check soap supply is adequate</li> </ul>	<ul style="list-style-type: none"> <li>▪ ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> </ul>		H
<b>First Aid</b>	<ul style="list-style-type: none"> <li>▪ PPE should be worn (gloves and masks) when dealing with a first aid incident.</li> <li>▪ Individual teachers with first aid training should administer basic first aid in the first instance.</li> <li>▪ Serious injuries should be seen by a fully trained first aider.</li> <li>▪ Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait outside to be collected by their parents.</li> </ul>			H
<b>Cleaning</b>	<p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>▪ Toilets will be deep cleaned at the end of each day.</li> <li>▪ Tables and contact points must be cleaned regularly.</li> <li>▪ Equipment that has been used (and that can be cleaned) should be identified by the teacher at the end of the day to the cleaner (message on whiteboard) so that those objects can be disinfected.</li> <li>▪ Resources that cannot be cleaned according to the instructions must be packed away until after the CO-VID-19 epidemic is over.</li> <li>▪ ICT should be wiped several times daily and between use. If possible, avoid children sharing ICT.</li> <li>▪ Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used.</li> <li>▪ Bins must be emptied before they are full and at least once daily.</li> <li>▪ Cleaner to only enter the building when all staff and pupils have exited.</li> </ul>	<ul style="list-style-type: none"> <li>▪ discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this</li> <li>▪ follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>▪ ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</li> <li>▪ 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</li> </ul>		H

	<ul style="list-style-type: none"> <li>Communication from teacher to cleaner should be left on the whiteboard in the classroom area at the end of each day.</li> </ul> <p><b>Classrooms</b></p> <ul style="list-style-type: none"> <li>Desks should be wiped regularly.</li> <li>All classrooms will have a spray bottle and cloth and hand sanitizer.</li> <li>Any objects the children touch should be disinfected once use has finished.</li> </ul>			
<b>Actions</b>				
<ul style="list-style-type: none"> <li><b>Ensure supply chains for cleaning products</b></li> </ul>				
<b>Communication to children</b>	<ul style="list-style-type: none"> <li>Call all children that do not attend on a daily basis to discuss welfare and work progress.</li> </ul>	<ul style="list-style-type: none"> <li>noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)</li> <li>tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>)</li> </ul>		L
<b>Communication to and from Parents</b>	<ul style="list-style-type: none"> <li>Essential correspondence sent out via letter and Class Dojo.</li> <li>Video walkthrough of new measures on Class Dojo.</li> <li>Any forms or messages from parents should be emailed to the school office</li> <li>Communicate methods of entry and exit to the school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> <li>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact.</li> <li>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> </ul>		M
<b>Procedures for medical care, isolation and confirmed cases</b>	<ul style="list-style-type: none"> <li>Use of isolation room if symptoms are apparent.</li> <li>Parents to be called and children to be sent home as soon as possible if they develop symptoms and then will need to isolate with their household members for 14 days.</li> <li>All staff who display symptoms should access a test provided by the appropriate health care professional.</li> </ul>	<ul style="list-style-type: none"> <li>The government is developing a new national test and trace programme. This will bring together an app, expanded web and phone-based contact tracing, and swab testing for those with potential coronavirus symptoms. This programme will play an important role in helping to minimise the</li> </ul>		H

	<ul style="list-style-type: none"> <li>▪ If a child or staff member tests negative, they can return to their setting and end the self-isolation of their household.</li> <li>▪ If any children or staff test positive, the school should be sent home and advised to isolate for 14 days or until they can provide evidence of a negative covid-19 test. The school will endeavour to support and provide information for staff/children seeking a test. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group, subsequently develops symptoms.</li> <li>▪ Temperature checks will be used at the school.</li> <li>▪ Use the gym where necessary for the isolation of pupils.</li> </ul>	<p>spread of coronavirus in the future. It will also include more traditional methods of contact tracing if a child, young person or parent tests positive. This could include, for example, direct discussion with parents and schools or colleges on recent contacts. The government is recruiting 18,000 contact tracers to support contact tracing and will recruit more if needed. They will play an important part in tracing the contacts of those with coronavirus, including children.</p> <ul style="list-style-type: none"> <li>▪ If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>.</li> <li>▪ 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.</li> </ul>		
<p><b>Shielding and clinically vulnerable children and adults.</b></p>	<ul style="list-style-type: none"> <li>▪ Clinically extremely vulnerable pupils with pre-existing medical conditions should not enter school and should remain at home.</li> <li>▪ Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising staff (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position should remain at home.</li> <li>▪ Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the <a href="#">Staying at home and away from others (social distancing) guidance</a> have been advised to take extra care in observing social distancing and should work from home where possible.</li> </ul>	<ul style="list-style-type: none"> <li>▪ For the vast majority of children and young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have been <a href="#">classed as clinically extremely vulnerable due to pre-existing medical conditions</a> have been advised to shield. We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category.</li> </ul>		M

	<ul style="list-style-type: none"> <li>▪ If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work. Read <a href="#">COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable</a> for more advice.</li> <li>▪ Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the <a href="#">Staying at home and away from others (social distancing) guidance</a> have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.</li> </ul>		
<b>Visitors</b>	<ul style="list-style-type: none"> <li>▪ Any visitors who are not critical to teaching individual class groups should not enter the school building.</li> </ul>			L

	<ul style="list-style-type: none"><li>▪ Parents should not enter the school building under any circumstances. Any communication should be done via email, telephone or conference call.</li></ul>			
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