

Boundary Oak School



April 2021 COVID-19 Procedures

The following planning and guidance document is designed to identify the key aspects of a Covid-ready school return so staff and parents understand and can implement effective systems to increase safety and ensure effective delivery of the school curriculum and learning. It will also outline key aspects including dealing with outbreaks and home learning.

Contents:

	Content	Page
	Summary of key points	2
1.	Drop off and collection	2
2.	Daily routine	3
3.	School Operations	4
3a	Transport	4
3b	Travel (inc from abroad)	4
4.	Procedures for school day	5
4a	Uniform	5
4b	Drop Off	5
4c	Movement around school	6
4d	Pick Up and Clubs	8
4e	Classrooms	10
4f	Communal areas and corridors	11
4g	Break times	11
4h	Lunch times	11
4i	Educational visits	12
4j	Co-curricular provision	12
4k	Curriculum (inc. Music and PE/Games)	12
4l	Fire procedures	13
4m	First aid	13
4n	Boarding	13
5	Well-being	14
6	Government Guidance- Prevention of infection	15
	Prevention	15
	Symptoms, Positive test, Isolation	15
	Face Coverings	17
	Hand Hygiene	19
	Respiratory Hygiene	20
	Cleaning	20
	Social Distancing	21
	Ventilation	22
	PPE	23
	Government Guidance- Response to infection	24

	NHS Test and Trace	24
	PCR tests	24
	Confirmed cases in school community	25
	Containing Outbreak	27
	Asymptomatic testing	28
	Attendance	29
	Self-Isolation and shielding	30
	School workforce	31
	Clinically Vulnerable and extremely vulnerable	32
	Pregnancy	33
	Supply and temporary staff and Peri teachers	34

Summary of Key Points

1. Drop off and Collection

Year Group	Drop off Point	Time	Collection Point	Time
Pre-School	Gravel car park area just before the chalk board	8-8.15am	Gravel car park area just before the chalk board	3-3.30pm
Reception to Year 3	Acorn Theatre	7.50-8.45am	Acorn Theatre	3.30-4pm
Year 4 to 8	Kiss and drop	7.50-8.30 am	Acorn Theatre	4.10-4.40 pm
Year 9 to 10	Kiss and drop	7.50-8.30 am	Acorn Theatre	4.40pm
Year 11	Gravel drive	7.50-8.30 am	Acorn Theatre	4.40pm
Any pupil staying from 4.40pm	-	-	Acorn Theatre	4.40-5.30 pm

- Morning drop off: Pre-Prep cars come up the drive and into the playground but stay left in a line that snakes around in front of the Acorn theatre and then back out. Prep cars drop off at kiss and drop
- When there are 3 or 4 cars by the theatre those cars stop. Pupils get out, where they will be greeted by staff and then may proceed to their classroom.
- For a smooth drop off children need to be ready to get out of their car with all their bags for the day
- Direction signs and barriers to guide traffic.

- It's important for parents to stay off-site as much as possible. Preferably only one parent should pick up / drop
- Parents please stay in cars (with the exception of removing a child from their car seat) and wait for the staff to indicate they are ready to collect your child
- There will be members of staff on duty at all drop off and collection points – please indicate the children you are collecting and their year group.
- No parents will be allowed in school and any administrative queries should be made by telephone or email (01329 280955 / office@boundaryoak.co.uk)
- Mobile phones - bus drivers to collect phones and hand to office. Anyone else with a phone to hand straight to office.
- A normal minibus service will run with minibuses departing at 5.30pm.

2. Daily Routine

- Face coverings should be worn when inside, where social distancing is not possible, by pupils in Years 7-11 and all staff and visitors.
- There will be no school assemblies or events arranged which might compromise social distancing. Any assemblies will be held remotely.
- On days with Games or PE pupils should be dressed in school games kit for the whole day. Sports kit to be worn to school when there is games or PE in a day. Cricket whites should only be worn on Tue (Y9-11), Wed (Y5-8) or Thur (Y3-4) afternoon during their games session. Bring in swimming kit to get changed into at the time of the PE lesson.
- Scarfs, hats etc. may be worn to keep pupils warm with windows open.
- Each bubble will be allocated an outdoor space to be utilised as much as possible.
- Breaktime areas will be divided to ensure bubbles separate.
- During Pre-Prep breaktimes the astro and playground will be segmented so that the year groups don't mix.
- All pupils will not be permitted to share equipment.
- EYFS and Pre-Prep children will be provided with a labelled zip pack and/or tray. Daily reading will continue and children will be required to bring their book bag.
- All children should bring a named water bottle and suncream.
- Pre-Prep will continue to receive a snack as normal. However, to maintain hygiene protocols Year 4 and above will need to bring in their own snacks.
- Extra cleaning will be in place for all heavy use areas and items such as toys, books, desks, chairs, doors, sinks, toilets, light switches and banisters.
- Pupils will enter a lesson and take a cloth from a box. The teacher will spray all desks with antibacterial spray and pupils will clean their own space before they sit down. Cloths to be returned to the box.

- Children will continue to promote good hygiene with regular handwashing and hand sanitising (which will be available in classrooms).
- Sport / PE will take place outside where possible, complying with National Governing Body guidelines: see section on Curriculum.
- If a child becomes unwell in school, they will isolate in the allocated medical room until they are collected.
- If a staff member becomes unwell in school, they will leave immediately or isolate in the allocated medical room if they need to be collected.
- The Science corridor will be one way. Pupils coming from Jubilee will enter via the senior lawn and depart by orchard wall. No pupils other than year 4 and 5 allowed down the main Widley corridor.

3. School Operations

3a) Transport

The Government has advised that parents and children and young people should be encouraged to walk or cycle where possible, and avoid public transport at peak times.

However, as you all know our school isn't particularly accessible by foot or cycle so we expect normal transportation modes to be used. As the advice is to avoid public transport we recommend that pupils do not use the school minibus if this is avoidable. If there's no alternative, parents need to be comfortable with our control measures.

With our school minibuses we have the following measures in place:

- Minibus disinfected before and after every use
- Max. ventilation provided during runs
- Hand sanitiser and wipes provided for use on entry and exit from the minibus and all surfaces wiped down between uses
- Consistent groups for each minibus
- It is now the law that children and young people aged 11 and over must wear a face covering on public transport. This law does not apply to dedicated school transport.
- However, pupils in Year 7 and above should wear a face covering when travelling on dedicated school transport. All adults on minibuses should wear face coverings. This does not apply to [those who are exempt from wearing a face covering on public transport](#).

3b) Travel:

Pupils travelling from abroad

Where pupils travel from abroad to attend a boarding school you will need to explain the rules to pupils and their parents before they travel to the UK.

Anyone who is not a British or Irish national, or who does not have the right to reside in the UK,

who has travelled from or through a [‘red list’](#) country in the previous 10 days, is not permitted to enter the UK and should be told not to travel.

Where pupils (and their parents or guardians or family member) meet the UK entry requirements and have travelled from or through a [‘red list’](#) country in the previous 10 days, they must [quarantine in a managed quarantine hotel for 10 days](#). Pupils travelling to England from other, non-red, list countries will need to quarantine at their place of residence or other suitable place and purchase a home testing package, with coronavirus (COVID-19) tests to be taken on days 2 and 8 after arrival to support the UK’s genomic sequencing programme.

Before travelling, everyone must:

- take a coronavirus (COVID-19) test and get a negative result during the 3 days before you travel
- book and pay for a travel test package, which will include coronavirus (COVID-19) tests to be taken on day 2 and day 8 of your quarantine
- complete a passenger locator form before arrival, with details of where you will quarantine when you arrive and the travel test package booking reference number.

Where arriving from a red list country, permitted travellers will be met on arrival in England and transported directly to their quarantine hotel. Further information is provided in [what to expect in quarantine guidance](#). When they arrive at the managed quarantine hotel, they will be required to quarantine in their room for 10 days. You will need to explain to parents that they will need to put in place arrangements to ensure they or a guardian, or family member accompanies their child at all times, including whilst they are in quarantine. This may be a parent or guardian, or family member who has accompanied their child when travelling to England, or a different parent, guardian or family member who will need to join and stay with their child in quarantine. Where parents are unable to travel with their child or provide a guardian or family member to quarantine with their child you should advise them not to travel. The costs of isolating in a hotel will be borne by the parent and are currently set at £1,750. There are reductions for adults and children sharing a room.

Where pupils have travelled to England from a country from where travel is permitted, they are required to [quarantine in their own accommodation](#) for 10 days. You should have plans for the collection and transfer of these pupils from their point of arrival and put in place suitable arrangements for their self-isolation which may be in the school’s boarding accommodation. You may also want to consider whether the [test to release scheme](#) is appropriate for these pupils.

4. Procedures for the School day:

4a) School uniform

As per government advice we will return to our usual uniform policies. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.

Considering current circumstances a degree of leniency will be shown on uniform and either winter or summer uniform will be acceptable.

On days with Games or PE pupils should be dressed in school games kit for the whole day. Sports kit to be worn to school when there is games or PE in a day. Cricket whites should only be worn on Tue (Y9-11), Wed (Y5-8) or Thur (Y3-4) afternoon during their games session. Bring in swimming kit to get changed into at the time of the PE lesson.

Pre-Prep - pupils come dressed in PE/Games kit on the days their year group has PE or Games. Bring in swimming kit to get changed into and the time of the lesson.

Where a pupil attends an after-school sports club they should arrive in school uniform and change into games kit in the sports hall changing rooms after lessons (these will be subdivided into club consistent spaces).

4b) Drop Off

There is a one way system entering to the left of archway and up the new gravel track, around the loop and back down the normal drive. All parents are to follow this route.

Pupils must wash their hands on entering and leaving the site at the following sites:

Pre-Prep - in the designated Pre-Prep facilities under staff guidance

Y4+5 - Widley toilets

Y6+7 - Wash stations outside science

Y8+9+10 - Kellett toilets

Y11 - Acorn theatre toilets/New build toilets

Extra wash stations and/or hand sanitisers are provided near entrance and exit points.

It's important for parents to stay off-site as much as possible. Preferably only one parent should pick up / drop off.

Minibuses will drop and collect from gravel car park to stay out of the one way loop.

Pre-school - drop off to be in the gravel car park area just before the chalk board. A member of staff will wait on the grass and collect the child and walk them across and into the side entrance. Request for drop off to be between 8.00 and 8.15.

Pre-Prep - To be dropped off at Acorn Theatre between 7.50am and 8.45am where staff will be waiting. Parents are to remain in their car unless they need to remove their child from a car seat. Staff collect/guide children to their classroom. Communication between staff will happen with walkie-talkies. All walkie-talkies to be disinfected after use by each user.

Cars come up the drive and into the playground but stay left in a line that snakes around in front of the Acorn theatre and then back out. When there are 3 or 4 cars by the theatre and those cars stop next to grass verge/field facing exit. The pupils get out and are guided by waiting staff to their classroom, then the process is repeated. In this way, there will be no pupils moving across the car park, in front of cars as the pupils only alight when they are in front of the theatre. Direction signs and barriers to guide traffic.

Prep and Seniors - to be dropped at the “Kiss & Drop” and head straight to their designated form rooms.

Year 4 and 5 - Widley rooms via the Senior Lawn.

Year 6 and 7 – Jubilee rooms via the Senior Lawn.

Year 8 and 9 – Kellett rooms via the Senior Lawn to Acorn theatre car park and follow path next to field to Kellett block

Year 10 - Kellett annexe via the Senior Lawn to Acorn theatre car park and follow path next to field to Kellett block

Year 11 to be dropped off at the new build at the bottom of drive by pulling into the widened track and parents to continue round one-way system. Drop off from 7.50am until 8.30am.

Please ensure pupils are ready with their bags to get out.

Mobile phones - bus drivers to collect phones and hand to office. Anyone else with a phone to hand straight to office through the side window.

4c) Movement/one way system/corridors/entrance and exits

- Pupils to move between lessons.
- Entry and exit through outside fire exit doors into Jubilee.
- In Kellett, upstairs classrooms, enter and exit through front door. Downstairs Kellett classrooms, entrance and exit through the fire exits.
- In Kellett Annexe, Business studies classroom to enter and exit through fire exit; other annexe classroom to use the main entrance for entry and exit.
- 5 minute movement time between lessons to allow for movement time. Finish lessons 5 minutes earlier than timetabled.
- Pupils should wait outside building blocks until teachers have asked them to enter (to allow safe exit of previous lesson's pupils).
- Science, Widley, ICT, Music, Art, Food & Nutrition, Drama, PE, New Block to continue as per previous procedures.
- Please see arrows on map below
- Widley corridor entrance (Acorn Theatre end) is only for Yrs 4&5
- Unless visiting the Medical room, the Widley entrance next to the Medical room and Kitchen is completely No Entry and the water fountain outside the Medical room is to be used by Years 4&5 only.
- Science block is one way entering from the Senior Lawn end and exiting onto the Orchard pathway.
- Front of the school by the main blue door is out of bounds after drop off.



TOILETS

As per previous procedures

Y4-7 Widley

Y8-10 Kellett

Y11 Acorn

If pupils are in new-build or sports hall use their facilities.

4d) Pick Up and clubs

Pick Up:

Collection time for families with older siblings will be based on the end of day time for the eldest sibling. However, if you wish to pick up children independently of each other please note there is no waiting on site.

Pre-School collection is the same as morning drop off above. Parents wait in the car and the child is brought across the grass and then to the waiting car.

Pre-Prep collection 3.30pm - 4.00pm - as drop off, please collect from in front of Acorn Theatre. Indicate to member of staff on steps with walkie-talkie which pupil you are collecting and they will contact staff at classroom base location to deliver them to you. All children will be waiting in their classroom base. Staff in classrooms (walkie-talkie) supervising pupils, and staff on Acorn steps (walkie-talkie) escorting pupils to their car. Parents to indicate to the staff on the steps which child needs collecting.

Years 4-8 Collection 4.10pm - 4.40pm. Lessons will be running until 4pm therefore collection will be from 4.10pm and not before. There is no provision for parents to be able to park onsite or wait outside of the collection loop. Cars come up the new gravel track, parents give the pupils year group and

name to the Maintenance staff on the corner. Parents drive into the playground but stay left in a line that snakes around in front of the Acorn theatre, collect their child and then head back out.

Years 9-11 Collection at 4.40pm. Lessons will be running until 4.30pm therefore collection will be from 4.40pm. There is no provision for parents to be able to park onsite or wait outside of the collection loop. Cars come up the new gravel track, parents give the pupils year group and name to the Maintenance staff on the corner. Parents drive into the playground but stay left in a line that snakes around in front of the Acorn theatre, collect their child and then head back out.

After School clubs:

Pre-Prep:

Years R-3

Pupils can be collected between 3.30pm and 4.45pm by giving their name to the member of staff on duty (as per current procedures). If parents arrive after 4.45pm, they need to pull up by the Kiss and Drop and go to the office window, where they need to state the name of the pupil/s they are collecting. The School Office will contact Pre-Prep via walkie-talkie with the name of pupil/s to be collected. Parents to drive to the Acorn car park and park. Parents walk to the Pre-Prep gate and wait for child/ren to be released by a duty member of staff.

Prep and Seniors: Years 4-8 not staying for a club

These pupils will be in their classroom bases and parents are asked to arrive to collect between 4.10pm and 4.40pm by giving their name to the member of staff on duty. Please can we remind you that pupils are in lessons until 4pm. To avoid cutting curriculum time and to get pupils ready we ask that if you arrive on site before 4.05pm you wait in your car in a parking bay.

Years 9-11 not staying for a club

These pupils will be ready for collection between 4.30pm and 4.40pm. Pupils in Prep and above not collected by 4.45pm will be sent to the Kellett block to attend Prep Club and they can be collected from the Kellett block (please see information below).

At 4.30 students are to be sent to their clubs. Any students who haven't signed up to a club will be sent to Prep club in Kellett. All students at the club venue will then wait behind their chairs with a cloth until the member of staff arrives. At this point the member of staff will spray the tables and chairs to be cleaned down by the students in preparation for starting their club.

Years 4-11 staying for Prep or Film Club

Prep club will run from 4.30pm-5.25pm. Pupils can be collected anytime from 5pm in the same manner as last year: parents should either pull over, as close as possible to the Kellett block (to allow other traffic to exit on their right hand side) and indicate to the member of staff on duty in the bottom right classroom (with the outward facing glass doors) which child/ren they are collecting. Please do not enter the building and maintain social distancing when communicating to staff. Alternatively they can park in one of the parking bays opposite the Kellett Block and carefully cross the road to collect their child as per above.

Years 4-11 staying for Clubs

Pupils will attend clubs from 4.30pm-5.25pm at which point they will be brought to the Acorn Theatre steps. Collection will be at 5.25pm and parents will need to park on the playground or in any designated parking spot on the school site and wear a mask to walk up to the Acorn Theatre to collect their child. Pupils will be asked to see if their parents are waiting and will be guided towards the right car or person/parent. Once you have your child/ren please drive off carefully and allow the next car waiting into your space. Please take great care reversing and under no circumstances should you reverse out of the playground carpark over the pedestrian crossing.

Parents collecting children in both Pre-School and Pre-Prep/Prep and above

Please collect your child from Pre-School first by parking next to the grass in the parking bay before the welcome sign. Once you've collected your child from the side entrance to the Pre-School please return to your car and collect the older siblings as per above. If you are collecting children from both the Acorn Theatre and Prep club,

please park in the playground carpark, walk over to the Kellett Block and collect your child/ren from there, then return to your car to collect your child/ren from the Acorn Theatre.

Summary:

Year group	Collection times and place		
	Not staying	Staying clubs	Staying Prep Club
4 to 8	4.10pm - 4.40pm	5.25pm	5pm-5.25pm
	Drive through pickup	Park in playground in front of Acorn Theatre	Park outside Kellett Notify staff in Kellett.
9 to 11	4.30pm - 4.40pm	5.25pm	5pm-5.25pm
	Drive through pickup	Park in playground in front of Acorn Theatre	Park outside Kellett Notify staff in Kellett

Due to Government guidelines and the need to maintain separate bubbles in the dining hall during breakfast and Big Tea, there will be no provision before 7.50am and after 5.30pm unless by prior agreement owing to exceptional circumstances. Please make your request via the School Office, 48 hours in advance; the Head of Boarding will need to confirm the arrangements.

Buses depart at 5.30pm.

4e) Classrooms

Deep clean prior to return.

Extra cleaning in place for all heavy use areas- clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters- 3 times a day.

Antiseptic spray and cloths in all classrooms to wipe down desks, door handles and heavy use objects regularly during the day..

No toys allowed in.

Marked windows and doors will be open to maximise ventilation

Parents to make sure pupils have their own calculator, pens etc.

Any other resources that teachers feel they need such as white boards, scissors etc. to be kept in a box to be wiped down/sprayed between use.

At the start of every lesson, pupils collect a cloth from a box and stand behind their chair. Teacher to spray table tops and pupils to wipe down their own table space and chair. Teacher to collect cloths back in box and leave by door ready for the next lesson.

Voluntary measures for teachers - you can request the following: visor & other PPE, taped safe distance area around your teaching area.

Teachers MUST have seating plans for every lesson - use classcharts for a quick and easy reference.

PPE is voluntary for pupils in Year 6 and below, but parents need to provide it.

There will be separate entrance and exit to classrooms: we will make use of fire exits to enable one way system and access classrooms directly from outside where possible.

All year groups will be allocated a space on the field as their “outdoor” classroom to avoid bubbles mixing outdoors.

Weather and curriculum permitting outdoor learning will be maximised in all subjects.

In Years 4 upwards, pupils should not share their own equipment. Pupils will store their books on the corner of their desk or in their school bags. They should also bring sun cream and their own water bottle.

Pupils will not need to queue outside the classroom in a corridor - if possible they enter straight away and move to their allocated desks or they use an outside space to queue with safe distance spacing.

Assemblies will be delivered remotely to all pupils sat in form groups.

Where possible classroom seating plans should include pupils sitting side by side and facing forwards.

4f) Communal areas and corridors

Staffroom- social staffroom max of 8 socially distanced. Working staffroom max of 6. Masks must be worn at all times and use should be kept to a minimum.

Dining Hall / Acorn Theatre - Social distancing between adults. Children in bubbles. Tables will be wiped down between use. There will be a one way system in place.

Toilets - allow pupils access to toilets during lessons. No more than two pupils at a time in the toilets, except Sports Hall. Pupils not to “hang out” in toilets.

4g) Break times

BREAKTIMES

Duty staff, one on field, one on astro, one checking common rooms, playground, corridors and senior lawn. Year 10 and 11 may use senior lawn. Pupils will need wellies on these days.

	Mon	Tue	Wed	Thu	Fri
Upper Field	Y4+5	Y6+7	Y4+5	Y4+5	Y4+5
Lower Field	Y6+7	Y8+9	Y8+9	Y6+7	Y8+9
Playground + Astro	Y8+9	Y4+5	Y6+7	Y8+9	Y6+7
Sports hall/common room	Y10, 11				

4h) Lunch times

Lunch will be served in the Dining Hall

Nursery - 11.40

Pre-Prep - 12-12.30

For years 4-11:

Pupils to line up outside and enter through the back door (opposite preschool). Duty staff member to stand at that door and release pupils 5 at a time to be handed cutlery and go forward to get food.

Pupils MUST sit on year group tables i.e. year 8 and 9 cannot mix on a table.

All year groups to exit through the front door, after clearing plates, into the main school and Widley corridor, go via science corridor (Senior Lawn side) out to play space.

Lunch time rota:

Year 4 12.50 (right hand side of dining hall when facing south towards the preschool)

Year 5 12:55 (left hand side of dining hall when facing south towards the preschool)

Year 6 1pm (top of dining hall nearest preschool)

year 7 1.10 (right hand side)

year 8 1. 20 (left hand side)

year 9 1.25 (top of dining hall nearest preschool)

year 10 and 11 at 1.30(right hand side)

If it is wet duty teachers to take a walkie talkie and tutor groups to be called for to avoid queuing in the rain.

The exception to the above rota will be on Tuesdays when Yrs9-11 will need to go in earlier. On Tuesdays the rota will be:

Year 4 12.50 (right hand side of dining hall when facing south towards the preschool)

Year 5 12:55 (left hand side of dining hall when facing south towards the preschool)

year 9 1pm (top of dining hall nearest preschool)

year 10 and 11 at 1.10(right hand side)Year 6 1.20pm (top of dining hall nearest preschool)

year 7 1.25 (right hand side)

year 8 1. 30 (left hand side)

4i) Educational visits

Educational Day Visits:

In line with the roadmap, schools can resume educational day visits from 12 April.

Any educational day visits will be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes a system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.

The School will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, the school will consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. The school will consult the [health and safety guidance on educational visits](#) when considering visits.

Domestic Residential Educational Visits:

The government's road map plans to allow residential visits to occur from the 17th May. Any domestic residential educational visits must be conducted in line with relevant coronavirus (COVID-19) secure guidance and regulations in place at that time.

The Association of British Insurers (ABI) has produced information on [travel insurance implications](#) following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider.

4j) Co-curricular provision

In line with the government [roadmap](#), from 12 April all parents may access wraparound and extra-curricular provision, without any restrictions on the reasons for which they may attend.

The school will work closely with any external wraparound providers which our pupils may use to minimise mixing between children. This can be achieved by taking steps such as trying to keep children in the same school day bubble or school together, or in consistent groups.

If the provision is taking place indoors and it is not possible to group children in the same bubble as they are in during the school day, providers should try to keep them in consistent groups of no more than 15 children and at least one staff member.

Activities taking place outdoors can happen in groups of any number. This is because the transmission risk is lower outside.

The guidance for [providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children](#) will help to plan extra-curricular provision.

Where parents are using external childcare providers or out of school extra-curricular activities for their children, the school advises them to:

- advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible.
- encourage them to check providers have put in place their own protective measures

- read the link to the [guidance for parents and carers](#)

For external lettings and external wraparound childcare providers, such as after-school or holiday clubs, the school will make sure these organisations have:

- considered the relevant government guidance for their sector
- put in place protective measures

4k) Curriculum

Music

We have measures in place to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 20, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.

Peri lessons can take place with increased ventilation, social distancing where possible and the wearing of masks.

Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at [working safely during coronavirus \(COVID-19\): performing arts](#).

Physical activity

The School has the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in our [system of controls](#).

Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.

We can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within our own system of controls.

For sport provision, outdoor sports will 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 sport 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.

Where we are considering team sports we will only consider those 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 such as sports on the list available at [grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events](#).

From 29 March, outdoor competition between different schools can take place.

From 12 April, indoor competition between different schools can take place.

Spectators are not permitted to attend sporting events taking place on private land, other than adults needed to supervise under-18s that they have a responsibility for.

Refer to:

- guidance on [grassroot sports for public and sport providers](#), [safe provision](#) and [facilities](#), and guidance from [Sport England](#)
- 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
- [using changing rooms safely](#)

You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.

The school's sport offering will adhere to [DfE guidance for schools](#)

4l) Fire procedures

Remain the same (evacuation trumps social distancing); however, once on Astro (or designated assembly area) pupils and teachers stay in bubbles and socially distance- making full use of Astro.

4m) First Aid

Procedures to stay the same unless COVID symptoms in which case they will go straight to isolation room (adjacent to Medical room in Widley corridor). The Nurse will be wearing PPE to see anyone as it is a confined space in the medical room. Staff to make use of those with paediatric first aid training for minor ailments/injuries and first aid boxes in every block.

4n) Boarding House Covid procedures

The following procedures are in operation in the boarding house:

- Boarding bubbles in operation across dormitories, common rooms, activities and dining room.
- Social distancing (SD) where possible.
- Staff and pupils in Year 7 and above wear masks in areas where SD not possible, such as corridors and high volume areas.
- Flexi boarding not possible but weekly boarding will be.
- Bi-weekly testing in place for Senior boarders and staff.
- Enhanced cleaning routines and clear hygiene protocols with high use objects regularly sprayed/wiped down (e.g. TV remote).
- No sharing of equipment or tuck between boarders.
- No visitors allowed in boarding house, apart from emergency contractors or emergency maintenance who will wear masks at all times and follow SD.
- Outdoor boarding activities will be maximised.
- International boarders will follow travel and quarantine guidance.
- Isolation room/flat available if needed.

All boarders returning from red list countries will follow government guidance:

[Quarantine arrangements for boarders from red list counties](#)

5. Well-being

Safety and well-being for pupils

On their return, the new procedures in school will be explained to all pupils. This will be reiterated throughout the term. We expect our pupils to adhere to these procedures to help us ensure the safety of all pupils and staff. We anticipate that, for some, these changes may be challenging and some pupils may be anxious. The school counsellors will be available to help any pupil who is struggling. In addition, teaching staff all hold a MHFA qualification. Good behaviour and the kindness of pupils towards each other is of particular importance at this time.

At Boundary Oak we have a very strong ethos of understanding and support of the emotional wellbeing of pupils and with this in mind, these additional principles will need to drive the design of our wider opening plan:

- Ensure that returning children feel emotionally and physically safe at school through the use of our positive implementation of new requirements; use of positive language “We can’t do that at the moment but let’s see what we can do...”
- Ensure only essential minimal changes take place in classrooms and wider school including class layouts, resources, markings.

- Ensure enough time and resources are given to the social and emotional aspects of the curriculum and allow children to express themselves in a safe environment.
- Ensure a mechanism is in place to offer effective 1:1 pastoral support if needed.
- Ensure those not attending due to shielding or illness have similar opportunities where possible through access to remote or supported learning.

Safety and well-being for staff

- Ensure clear mechanisms and opportunities for staff to discuss the situation and raise suggestions or concerns.
- Ensure effective risk assessments are completed and ensure staff are comfortable/understand the measures in place.
- Ensure clear expectations and systems are in place to support social distancing (where possible) and keeping themselves and each other safe.
- Ensure visitors are fully briefed and comply with arrangements

At the start of term, the new procedures in school will be explained to all pupils. This will be reiterated throughout the term. We expect our pupils to adhere to these procedures to help us ensure the safety of all pupils and staff. We anticipate that, for some, these changes may be challenging and some pupils may be anxious. The school counsellor will be available to help any pupil who is struggling. In addition, the pastoral team, house parents and school nurse will be on hand throughout the day to speak to children who are worried. Good behaviour and the kindness of pupils towards each other is of particular importance at this time.

6. Government Guidance

The School will adhere to the following guidance issued by the government:

System of controls - prevention

a. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school

When an individual develops coronavirus (COVID-19) symptoms or has a positive test

Pupils, staff and other adults must not come into the school if:

- they have one or more [coronavirus \(COVID-19\) symptoms](#)
- a member of their household (including someone in their [support bubble](#) or [childcare bubble](#) if they have one) has coronavirus (COVID-19) symptoms• they are required to

[quarantine having recently visited countries outside the Common Travel Area](#)

- they have had a positive test

They must immediately cease to attend and not attend for at least 10 days from the day after:

- the start of their symptoms
- the test date if they did not have any symptoms but have had a positive test (whether this was a [Lateral Flow Device \(LFD\) or Polymerase Chain Reaction \(PCR\) test](#))

You must follow this process and ensure everyone onsite or visiting is aware of it.

Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on [NHS Test and Trace: how it works](#).

If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:

- must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days
- advise them to follow the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)
- advise them to [arrange to have a test](#) as soon as possible to see if they have coronavirus (COVID-19)

Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a [Lateral Flow Device \(LFD\) or Polymerase Chain Reaction \(PCR\) test](#), and the next 10 full days. If a member of the household starts to display symptoms while self isolating they will need to restart the 10 day isolation period and book a test.

If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.

For day pupils, if a child displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household.

In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.

If a pupil 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 pupil, with appropriate adult supervision if required

- a window should be opened for fresh air ventilation if it is safe to do so • 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 must be cleaned and disinfected using standard cleaning products before being used by anyone else
- personal protective equipment (PPE) must be worn by staff caring for the pupil 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 guidance](#)

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, unless advised to.

If a pupil in the boarding house shows symptoms, they should initially self-isolate in their residential setting household. Most 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 home.

The individual should not use public transport if they are symptomatic. If arranging their return to their family home to isolate, the School will follow advice on transport arrangements in the [safe working in education, childcare and children's social care settings](#) guidance.

Public Health England (PHE) has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

Further information is available on [how to manage and report confirmed cases of coronavirus \(COVID-19\)](#) amongst the school community.

When an individual has had close contact with someone with coronavirus (COVID-19) symptoms

Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:

- the symptomatic person subsequently tests positive
- they develop symptoms themselves (in which case, they should self-isolate immediately and [arrange to have a test](#))
- they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)
- they have tested positive from an LFD test as part of a community or worker programme

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 after they have left, to reduce the risk of passing the infection on to other people. See the guidance on the [cleaning of non-healthcare settings](#).

If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so.

b. Ensure face coverings are used in recommended circumstances

Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, we recommend that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils when outdoors on the premises.

In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.

In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.

We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. As with all measures, we will keep it under review and update guidance at that point.

Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).

Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.

Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

Exemptions

Some individuals are exempt from wearing [face coverings](#). This applies to those who:

- cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties

- speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate

The same exemptions will apply in education and childcare settings and you should be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.

Access to face coverings

Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. PHE has also published guidance on [how to make a simple face covering](#).

You should have a small contingency supply available for people who:

- are struggling to access a face covering
- are unable to use their face covering as it has become damp, soiled or unsafe
- have forgotten their face covering

No pupil should be denied education on the grounds that they are not wearing a face covering.

Safe wearing and removal of face coverings

You should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.

Safe wearing of face coverings requires the:

- cleaning of hands before and after touching – including to remove or put them on
- safe storage of them in individual, sealable plastic bags between use

Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.

You must instruct pupils to:

- not touch the front of their face covering during use or when removing it
- dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)
 - place reusable face coverings in a plastic bag they can take home with them
 - wash their hands again before heading to their classroom

Separate guidance is available on:

- preventing and controlling infection, including the use of PPE, in [education, childcare and children's social care settings](#)

c. Ensure everyone is advised to clean their hands thoroughly and 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 water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:

- when they arrive at the school
- when they return from breaks
- when they change rooms
- before and after eating

Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.

Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.

Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands.

Continue to help pupils with complex needs to clean their hands properly.

Frequent and thorough hand cleaning should now be regular practice. You should consider:

- whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly
- if you need to supervise hand sanitiser use given the risks around ingestion – 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 pupils and those with complex needs understand the need to follow them

d. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach

The 'catch it, bin it, kill it' approach continues to be very important. Make sure enough tissues and bins are available to support pupils and staff to follow this routine. As with hand cleaning, you must ensure younger pupils and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates. The [e-Bug coronavirus \(COVID-19\) website](#) contains free resources for schools, including materials to encourage good hand and respiratory hygiene.

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.

e. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents

In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:

- more frequent cleaning of rooms or shared areas that are used by different groups
- frequently touched surfaces being cleaned more often than normal
- cleaning toilets regularly
- encouraging pupils to wash their hands thoroughly after using the toilet
- if your site allows it, allocating different groups their own toilet blocks

PHE has published guidance on the [cleaning of non-healthcare settings](#). This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.

- **Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach:**

There will be a new cleaning schedule in place at school that ensures cleaning is generally enhanced and includes:

- more frequent cleaning of rooms and shared areas that are used by different groups
- toilets will be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.
- frequently touched surfaces will be cleaned regularly
- there are anti-bacterial wipes in every classroom to wipe down surfaces, door handles and equipment

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.

f. Minimise contact between individuals and maintain social distancing wherever possible:

There will be set groups and bubbles, both in the day school as well as boarding. Staff should ensure they try to maintain 2 metres from other adults.

There will be strict hygiene protocols in place in classrooms and the boarding house, and enhanced ones where more than one teacher uses the classroom.

Where children old enough there will be no touching of staff and peers.

Where possible pupils will be sat side by side and facing the front.

Where possible furniture and desks will be spread out.

Movement around school kept to a minimum and where necessary one way systems will be in place in corridors.

Staggered lunch and breaktimes will be in place and bubbles will use different recreational areas, on a rota where necessary.

Surfaces in the lunch hall will be cleaned between groups.

Use of staffrooms will be minimised with a limit for maximum occupancy.

Measures for arriving and leaving school will be in place to minimise the number of external adults on site and reduce the number having to step out of their vehicles.

Staff will greet all pupils and adults arriving at school and for those wearing face masks will instruct them in the correct procedure to remove them.

Pupils must be instructed not to touch the front of their face covering during use or when removing it. They must wash their hands immediately on arrival and place face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on [safe working in education, childcare and children's social care](#) provides more advice.

Supply teachers, peripatetic teachers and/or 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.

The school will manage 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 be managed by the Premises Manager who will ensure the lead person signs in the team at Reception, if possible using the non-touch applications or apps of our E-reader sign-in book.

The Premises Manager will have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term. He will 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 will be kept of all visitors.

As normal, the School will 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, who will be provided with flu vaccination vouchers.

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 will be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between 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.

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 snack boxes, hats, coats, books and stationery. 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.

g. Keeping occupied spaces well ventilated

Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.

This can be achieved by a variety of measures including:

- mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)
- natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air
- natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)

To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:

- opening high level windows in preference to low level to reduce draughts
- increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)
- providing flexibility to allow additional, suitable indoor clothing.
- rearranging furniture where possible to avoid direct drafts

Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.

h. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary

Face coverings are not classified as [PPE \(personal protective equipment\)](#). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and industrial settings. A face covering is a covering of any type which covers your nose and mouth.

Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE

should continue to be used.

Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:

- a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained
- performing [aerosol generating procedures \(AGPs\)](#)

When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.

The guidance on [safe working in education, childcare and children's social care](#) provides more information about preventing and controlling infection. This includes:

- when and how PPE should be used
- what type of PPE to use
- how to source it

i. Promote and engage in asymptomatic testing, where available

Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings:

- [Primary schools, school-based nurseries and maintained nursery schools](#) • [Secondary schools and colleges](#)

System of controls - response to any infection

j. Promote and engage with the NHS Test and Trace process

Staff members, parents and carers will need to:

- [book a test](#) if they or their child has symptoms - the main symptoms are:
 - a high temperature
 - a new continuous cough
 - a loss or change to your sense of smell or taste
- [self-isolate](#) immediately and not come to school if:
 - they develop symptoms
 - they have been in close contact with someone who tests positive for coronavirus (COVID-19)
 - anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19)
 - they are required to do so having [recently travelled from certain other countries](#)
 - they have been advised to isolate by NHS test and trace or the PHE local

health protection team, which is a legal obligation

- provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace

Polymerase Chain Reactions (PCR) tests for symptomatic testing Booking

a polymerase chain reaction (PCR) test through 119

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests for symptomatic illness can be booked online through the [NHS testing and tracing for coronavirus \(COVID-19\) 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.

All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit.

Polymerase Chain Reaction (PCR) tests contingency supply

Separate to the asymptomatic testing regime, all schools were sent an initial supply of 10 PCR test kits before the start of the autumn term in 2020. You can replenish these kits when they run out by making an order through the online portal. You should call the Test and Trace helpdesk on 119 if the kits that you have ordered have not arrived.

Having a test at a testing site will deliver the fastest results for symptomatic cases. These PCR test kits are provided to be used in the exceptional circumstance that an individual becomes symptomatic and you believe they may have barriers to accessing testing elsewhere.

You will need to decide how to prioritise the distribution of your test kits. These

kits can be given directly to:

- staff
- parents collecting a pupil who has developed symptoms at school

These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they are well and no longer have symptoms of coronavirus (COVID-19).

Further information on [test kits for schools and further education providers](#) is available.

Ask parents and staff to inform you as soon as they get their results.

NHS COVID-19 app

The app is available to anyone aged 16 and over to download if they choose. For some young people, particularly some with SEND, parents will need to decide whether their use of the app is appropriate.

This will mean that some pupils in year 11, and most pupils in years 12 and above will be eligible to use the app and benefit from its features.

Staff members are also able to use the app.

The guidance for schools and further education colleges in England provides information about [how the app works and guidance for its use within schools in England](#).

k. Manage confirmed cases of coronavirus (COVID-19) amongst the school community

You must take swift action when you become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school.

If you would like support on the action you should take to respond to a positive case, you can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. You will be put through to a team of advisers who will inform you of what action is needed based on the latest public health advice.

The advice service (or PHE local health protection team if escalated) will work with you to guide you through the actions you need to take. Based on their advice, you must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.

Close contact means:

- anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)

- anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test:
 - face-to-face contact including being coughed on or having a face-to face conversation within 1 metre
 - been within 1 metre for 1 minute or longer without face-to-face contact
 - sexual contacts
 - been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)
 - travelled in the same vehicle or a plane

The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, we recommend you keep a record of pupils and staff in each group, and any close contact that takes places between pupils 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. You 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.

Where individuals are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.

A template letter will be provided to you, on the advice of the health protection team, to send to parents and staff if needed. You must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#). They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)

You 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.

Based on advice from Public Health England (PHE) and NHS Test and Trace, the testing programme initially included offering those who came into close contact with a positive case in schools the option of 7 days of daily contact testing (with self isolation if a subsequent test was positive) as an alternative to self-isolation. PHE and NHS Test and Trace have now reviewed their initial advice in light of the higher prevalence and rates of transmission of new variants. They have concluded that these changes in virus mutations warrant further evaluation work and that daily contact testing in place of self-isolation should be paused until this evaluation has taken place. We will update this guidance once this evaluation is complete.

Further guidance is available on [testing and tracing for coronavirus \(COVID-19\)](#).

I. Contain any outbreak by following PHE local health protection team advice

If you have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak.

You should call the dedicated advice service who will escalate the issue to your local health

protection team where necessary and advise if any additional action is required. You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group.

If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. You should not close except on the advice of health protection teams.

Admitting children and staff back to the school

The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.

You should not request evidence of negative test results or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation.

In the vast majority of cases, parents and carers will be in agreement that a pupil with symptoms should not attend the school, given the potential risk to others. In the event that a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19). Your decision would need to be carefully considered in the light of all the circumstances and current public health advice.

Asymptomatic testing

Coronavirus (COVID-19) asymptomatic testing in schools

Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms. For secondary school staff and pupils, we are moving to a home testing model (for pupils, following the first 3 onsite tests). The lateral flow devices used have received regulatory approval from the MHRA for self-use. Home test kits will be available for all staff.

Testing remains voluntary but strongly encouraged.

Secondary school testing on-site through an Asymptomatic Testing Site (ATS)

Secondary schools were asked to offer pupils testing at an on-site ATS from 8 March.

Schools should retain a small on-site ATS on-site so they can offer testing to pupils who are unable or

unwilling to test themselves at home.

Home testing

Both pupils and staff in secondary schools will be supplied with LFD test kits to self swab and test themselves twice a week at home. Staff and pupils must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff and pupils should also share their result, whether void, positive or negative, with their school to help with contact tracing.

Pupils aged 18 and over should self-test and report the result, with assistance if needed. Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Children aged 11 attending a secondary school should be tested by an adult.

Confirmatory PCR tests

Staff or pupils with a positive LFD test result must self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school. Those with a negative LFD test result can also continue to attend school and use protective measures.

Primary schools

Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on [testing for staff in primary schools and nurseries](#).

Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in the light of any emerging evidence

Symptomatic testing

The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines.

Those with symptoms are also expected to order a test online or visit a test site to take a lab-based [polymerase chain reaction \(PCR\) test](#) to check if they have the virus.

It remains imperative that the system of controls continues to be rigorously applied to enable the safest possible environment. The testing programme is an important addition to supporting leaders to maintain the continuity of education through the pandemic.

Attendance

School attendance will be mandatory for all pupils from 8 March. The usual rules on school attendance apply, including:

- parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)
- the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority.

During the week commencing 8 March, pupils will be offered asymptomatic testing on site in secondary schools. Pupils who consent to testing should return to face-to-face education following their first negative test result. Pupils not undergoing testing should attend school in line with your phased return arrangements. Vulnerable children and children of critical workers in secondary schools should continue to attend school throughout, unless they receive a positive test result. Testing is voluntary, but strongly encouraged.

You should not plan for rotas as there is no requirement to reduce occupancy in schools. Instead, everyone must follow the [system of controls](#).

Self-isolation and shielding

A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:

- have symptoms or have had a positive test result
- live with someone who has symptoms or has tested positive and are a household contact
- are a close contact of someone who has coronavirus (COVID-19)

Shielding advice has been paused nationally from 31 March. All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Pupils who live with someone who is CEV should continue to attend school as normal.

As normal, schools do not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness. This is already set out in the [school attendance guidance](#) but is especially important in the context of the pandemic and the coronavirus (COVID-19) vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, rather than a doctors'

note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.

Schools are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the [remote education temporary continuity direction](#). Schools should keep a record of this activity but do not need to record it in the attendance register.

The school will offer pastoral support to pupils who are:

- self-isolating
- [vulnerable](#)

Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

Recording attendance

You should record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils.

During the week commencing 8 March secondary school pupils will be offered asymptomatic testing on site. Schools should use code Y for secondary pupils not expected to be attending school for lessons during this week due to the asymptomatic testing programme.

You should use code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC.

We will review and provide further advice to schools in due course on what should be included in pupils' attendance records in end of year reports.

Pupils and families who are anxious about attending school

It is likely that some pupils, parents and households may be reluctant or anxious about attending school. This may include pupils who:

- have themselves been shielding previously but have been advised they no longer need to shield
- live in a household where someone is clinically vulnerable (CV) or CEV (including young carers)
- are concerned about the possible increased risks from coronavirus (COVID 19) such as those who have certain conditions such as obesity and diabetes

Discuss any concerns with parents and provide reassurance on the measures you are putting

in place to reduce any risks.

Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.

Advice for schools and local authorities to support them to [improve school attendance](#) is available.

School workforce

School leaders are best placed to determine the workforce that is required in school, taking into account the updated advice set out in this section of the guidance for those staff who are CEV. The expectation is that those staff not attending school who are still able to work should do so from home where possible.

Some roles, such as some administrative roles, may be conducive to home working, and you should consider what is feasible and appropriate.

All staff must follow the [system of controls](#) to minimise the risks of transmission. Following the system of controls will reduce the risks to all staff significantly.

You must explain to staff the measures you are putting in place to reduce risks and should discuss any concerns individuals may have.

Staff who are clinically extremely vulnerable

Shielding advice has been paused nationally from 31 March. CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff in schools who are CEV will be advised to continue to work from home where possible, but if they cannot work from home they should attend their workplace.

CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.

Staff who are clinically vulnerable

CV staff can continue to attend school. While in school they must follow the [system of controls](#) to minimise the risks of transmission.

Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.

Pregnancy

We will need to follow the specific [guidance for pregnant employees](#) because pregnant women are considered CV. In some cases pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. [COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding](#) contains vaccination advice.

Our workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks.

Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks.

As part of our risk assessment, we will consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.

Pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19).

We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.

Read more [guidance and advice on coronavirus \(COVID-19\) and pregnancy from the Royal College of Gynaecologists](#).

Staff who may otherwise be at increased risk from coronavirus (COVID-19)

Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this.

For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the [system of controls](#) set out in this guidance are in place. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose.

There is further [information available on who is at higher risk from coronavirus](#).

Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home.

Supply staff and other temporary or peripatetic staff

You can continue to use supply teachers and staff. We recommend using the [Crown Commercial Service's agency supply deal](#) when hiring agency workers. This offers a list of preferred suppliers, who must provide transparent charging rates. You can get support by emailing supplyteachers@crowncommercial.gov.uk with your school's requirements and contact details.

Supply staff and other temporary or peripatetic staff can move between schools. Such staff and visitors must follow your school's arrangements for managing and minimising risk based on the [system of controls](#). They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking.

This also applies to other temporary staff and volunteers working in schools such as:

- support staff working on a supply basis
- peripatetic staff such as music tutors and sports coaches
- those working in before and after school clubs

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 you are using volunteers, continue to follow the checking and risk assessment process in the volunteer section 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 adhere to the system of controls in place.

Staff taking leave

Staff will need to be available to work in school during term time. Discuss leave arrangements with staff to inform workforce planning taking into account their individual contractual arrangements.

There is a risk that where staff travel abroad for a legally permitted reason, their return travel arrangements could be disrupted due to coronavirus (COVID-19) restrictions and they may need to quarantine on their return.

Guidance on [how to self-isolate when you travel](#) is available.

