

DfE: Guidance for full opening: schools

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<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

Minimise coronavirus (COVID-19) risks

Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term.

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

We have reviewed our risk assessment in light of this guidance, using Havering Local Authority's template risk assessment and adapting this to reflect our specific school circumstances.

Prevention

Ensuring that pupils, staff and other adults do not come into the school if they have [coronavirus \(COVID-19\) symptoms](#), or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)', which sets out that they must self-isolate for at least 7 days and should [arrange to have a test](#) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.

Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.

This information is included in our risk assessment.

Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.

We are putting time slots into the daily timetable for children to wash their hands at regular intervals.

The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates.

This approach will be taught to all children when they return in September. We have lidded bins in all rooms and plenty of tissues available.

Cleaning

Considerations:

- putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:
 - more frequent cleaning of rooms / shared areas that are used by different groups
 - frequently touched surfaces being cleaned more often than normal
- different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet

We have developed a detailed cleaning schedule, based on Havering Local Authority procedures and protocols. Site and cleaning staff have received additional training to support this.

Contact between people

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help

It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.

At primary school, [...] schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).

Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.

We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.

Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching [...]. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. [...] Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.

For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.

Children in Reception will be in a year group bubble so they can engage with all of our Early Years provision. Children in Years 1-6 will spend the majority of their time in class bubbles. Teaching staff will stay with their class/year group where possible, however, some staff will move between classes and year groups to enable us to deliver the full curriculum, provide PPA time for teachers (all teachers are required by law to have 10% of their teaching time out of class to plan, prepare and assess) and support individual pupils' needs. We will encourage social distancing where possible – markings and signage around the school will support this.

Managing learning spaces

Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.

Classrooms for Years 2-6 children will be set up so tables face forwards, with children sitting side by side. Classrooms for Reception and Year 1 children will still be flexible in their layout to support delivery of their curriculums.

Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.

Assemblies will be held in classrooms, led by teaching staff.

Managing the timetable

When timetabling, groups should be kept apart and movement around the school site kept to a minimum.

Schools should also consider staggered break times and lunch times

All classes will remain in their usual classrooms throughout each day. They will only move around the school at entry and exit times, and to access the playground for PE lessons, Daily Mile, break and lunchtimes.

Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour.

We will have different start and finish times for each year group and staggered break/lunch times. Break times will include the Daily Mile to reduce children moving around the school at different times. Lunch times will be 30 minutes, allowing 15 minutes for children to eat their packed lunches in their classrooms and 15 minutes to play outside.

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. Schools should consider how to manage other visitors to the site, such as contractors, and 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.

We will consider whether external staff and visitors need to be on site; where they do, we have clear guidance for them to follow to minimise risks.

Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between 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.

Children in Reception and Year 1 will use school resources and these will be cleaned each day or quarantined for 72 hours.

Children in Years 2-6 are encouraged to bring in their own resources in a pencil case (see Question and Answer document for details). Packs will be provided to those children who do not bring in their own resources.

It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.

Children can only bring in essential items each day.

NHS Test and Trace

Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:

- [book a test](#) if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children

can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit

- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- [self-isolate](#) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](#), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

Schools should ask parents and staff to inform them immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#) and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with schools in this situation to guide them through the actions they need to take.

We will follow all guidance as detailed above – this is included in our risk assessment.

Attendance

School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- parents’ duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools’ responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct.

We expect all children to return to school on Monday 7th September. We will offer support to any family who feels this will be difficult for their child.

Breakfast and After School Club

Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.

[We are] advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.

Abacus Breakfast and After School Club will reopen from Monday 7th September. Other clubs will not run in the first half term – we will review this towards the end of September.

Curriculum

For pupils in Reception, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. Teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

We will continue to teach our normal broad, balanced curriculum for all children, with non-essential content reduced to make time within the week's timetable to teach additional reading, phonics, writing and maths activities. Through assessment, we will identify gaps in skills and knowledge then prioritise key areas to be taught in the autumn term.