

# SUMMARY OF NATIONAL GOVERNMENT ADVICE

## DOCUMENTS

### Action for education and child care settings

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

### Guidance for schools

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

### Info to parents

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers>

The following document is a summary of the three documents above. Schools should use this summary and our response to FAQ's as a guide. Prior to making any decision schools are advised to read the appropriate document to ensure that our interpretation is the same as yours.

Colour coding in this document:

- Action for settings
- Guidance for schools: Implementing protective measures in education and childcare settings
- Guidance for parents.

Key messages:

- 1<sup>st</sup> June: Nursery, Reception, Yr1 and Yr6 to be welcomed back
  - Only if the 5 government tests can justify this. Based on a reduced rate of infection at this time.
  - Schools should therefore plan on this basis, but might not be returning on this date.
- Childminders and EYFS providers to welcome all children back
- Face to face support for Yr10 and Yr12
  - This is not a return to a full timetable
  - This is support to **supplement pupils remote education.**
    - *Note: Schools are now expected to provide remote education.*
- Special schools to work towards a phased return of more children without a focus on specific year groups.
  - Advice is to:
    - prioritise attendance based on key transitions and the impact on life chances and development.
    - Consider part-time attendance rolls to get as many back as possible.

- AP should follow the same guidance as mainstream settings – They should however focus on Yrs10 and 11.
- All primary pupils back before the summer is the ambition.

### Why return?

- Younger children are less likely to become unwell.
- Younger children need to establish some of the basics.
- Yr10 and 12 because of the impact on examinations
- It is important for their mental health and social interactions.

### Must staff or pupils attend?

- It is no longer necessary for parents of eligible children to keep them at home
- Pupils will be strongly encouraged to attend where there are no shielding concerns.
  - Those children who live with vulnerable, but not extremely clinically vulnerable can attend.
  - Those pupils who live with a clinically extremely vulnerable person can attend but only if they can socially distance – If not these pupils should not attend.
  - Only those pupils classed as clinically extremely vulnerable should be shielding.
    - These pupils should be supported at home.
- Staff who are clinically extremely vulnerable should continue to shield (And will have a letter to confirm they are in this category)
- Clinically vulnerable staff should take extra social distancing care and work from home where possible to support remote learning – If these staff cannot work at home they should be offered a space in school to do this from a distance.
- Vulnerable children will be expected to attend
- Pupils with an EHC children will return based on a risk assessment
- Children who are clinically extremely vulnerable will not be expected to attend.
- Staff and children should not attend if they have symptoms
- Attendance:
  - Schools should resume taking their attendance register
  - Schools should continue to complete the DfE data submission
  - Parents will not be fined for non attendance
  - Schools and colleges should continue to inform social workers where children with a social worker do not attend.
- Governors:
  - Need to be conscious of the well-being of staff including senior leaders.
  - Work in a way that promotes a work life balance.
  - Senior leaders should consider where additional resource could be safely brought in if needed – In particular where staff must stay at home due to health conditions

### Arrangements in settings:

- A phased return will help control the rate of transmission
- Children to stay in new class groups where possible – Children should be in the same groups each day and should not be mixed during the day or on subsequent days.
- Children should use the same classroom throughout the day with cleaning at the end of each day.
- Class sizes are expected to be smaller
- Younger children cannot be expected to remain 2m apart

- Schools should work through the measures of cleaning to minimise risk.
- Preschool and Early years settings
  - It is important to reduce contact between children and staff where possible.
  - ETFS ratios still apply
  - For early years mix in a small group
- For mainstream and college
  - Classes should be halved with no more than 15 pupils. Unless this is a very small class which does not need to be halved.
  - Support staff can be used to lead a class under the direction of a teacher
    - One teacher or TA per class.
  - Desks should be spaced as far as possible away from each other with 2 metres between sitting positions.
- Lunch facilities should be used at ½ capacity, but can be shared as long as groups do not mix.
- Practical lessons can go ahead if equipment can be cleaned and is cleaned between cohorts.
- Where **space is limit** practitioners should exercise judgement to ensure high standards of safety – This may include a cap on numbers
  - Schools should liaise with the LA to review if:
    - They do not have enough teachers to supervise groups.
    - Other solutions might include utilising a nearby school
  - If necessary priority order for return should be:
    - EYFS, 3 and 4 year olds followed by younger age groups.
    - Infant schools – Nursery and reception
    - Primary schools Nursery, reception and Yr1

#### Effective infection protection and control:

- CBC have produced a risk assessment check list that schools can use as part of this process.
- Regular hand washing regimes are required
- Frequent cleaning of surfaces – This therefore requires additional cleaning materials.
- Minimising mixing of pupils and contact between pupils through:
  - Class-layout
  - Staggered breaks and other timetable measures.

#### PPE and face covering:

- Face coverings or masks are not recommended
- Children and staff should not wear face coverings or masks, as these may inadvertently increase the risk of transmission.
- Face coverings may be useful where there is risk of close social contact ie
  - On public transport or in shops
- Staff will not require PPE unless
  - Regular handling of a child requires PPE for their normal care.
  - A child becomes ill and needs direct personal care until they can return home (In this instance only the supervising adult requires PPE)
- Where schools cannot obtain PPE through their normal routes they should use the local resilience forums.

## Transport:

- Use of public transport should be minimised
- Further guidance for schools will be published on managing this.
- See the brief guidance already provided.

## Curriculum:

- EYFS should use reasonable endeavours to deliver the requirements of EYFS
- Where year groups are returning to school, we would expect school leaders and teachers to:
  - consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn.
  - assess where pupils are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks.
  - identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils.
  - support pupils in Year 6, who will need both their primary and secondary schools to work together to support their upcoming transition to Year 7.

## Food:

- School lunches should be provided for those pupils in school.
- Schools are asked to offer meals or food parcels for those not in school.
- Food vouchers will continue where **needed**

## Resource transfer between home and schools

- Resources transferring between home and school should be reduced to a minimum

## What happens if there is a case in school?

- They should self-isolate at home for 14 days.
- Pupils and staff from the setting will have access to a test

## Testing

- Staff and pupils will be eligible for testing as will members of households
  - A negative test = Back to work
  - A positive test = Rapid action with class mates and teachers
    - Those who are clinically vulnerable or living with someone who is should follow the guidance: see guidance above

## Taking temperatures:

- The taking of temperatures is not required and is not a reliable method for identifying coronavirus.

## What do schools need to do?

- Carry out a risk assessment directly related to the risks associated with COVID19
  - This should identify protective measures

- CBC have produced a risk assessment check list that schools can use as part of this process.
- Communicate to parents and visitors your expectations for:
  - Visiting the premises.
  - Dropping and collecting pupils
- Discuss with staff any training needs
- Consider arrangements for toilets, breaktimes etc.
- Consider the support required for those pupils who are blind or have other need.
- Decide how to integrate those pupils already attending from other year groups.

Frequently asked questions from these documents:

Questions asked by schools following this guidance:

- Am I allowed to ask if parents plan to send their children back? **National guidance is clear on who should be back in school. It is clear that this is not voluntary and that there is no reason now for children to be at home – Equally schools should not prosecute parents.**  
<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
- Can my staff bring their own children with them? **Guidance from the LA is that staff can bring their children into schools if the HT is happy to accommodate this and the parent retains responsibility. Equally teachers can expect their child's school to provide key worker provision.**
- Can we admit year 4s and 8s as our transition year groups instead of year 6? **No. National guidance is clear that Yrs R, 1, 10 and 12 are the years groups under initial consideration.**  
<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
- Is there clarification on whether those construction and manufacturing workers going back to work on Wednesday are now classed as “key workers”? **This guidance remains in place until 31<sup>st</sup> May.** <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>.
- Details on how the phased return to school will be achieved including number of pupils - our TAs only work in the mornings so the small groupings model will not work. Even if we did split classes of 30 into two groups of 15, where would the other group go? **Schools should work with their cluster lead following your RAG rating. Where space is an issue, other phased plans should be considered.** <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
- Do the selected year groups all have to be in full time? For example, one model might be: half A Mon/Tues, half B Thur/Fri, Wed for PPA and preparing up home learning etc. If I could open for Yr R and Yr 1 on the basis of half the class in one week, half the next, they can be in their own rooms with their own staff. I could then do the same for Yrs 2, 3, & 4 later on or a rota basis to bring down numbers- eg. 1 class per year group in a week? Can I do this? **The guidance suggests that year groups are expected to be back fully; However schools with space issues can phase**

pupils. Please talk to your cluster lead following your risk RAG rating.

- What control do we have, as a school, in regard to phasing the return and setting the timetable for pupils? Please talk to your cluster lead following your risk RAG rating
- What are the expectations for social distancing in school and how this will be achieved - the guidance on this in today's document is vague and imagines schools to be tardis like? Schools will need to assess their position and talk to the LA if they do not feel they can accommodate pupils. The document indicates that it is understood that schools will not be able to socially distance younger pupils.
- For those parents who do not send their children back to school in those year groups that reopen, how will attendance be recorded? Registers should be taken as normal according to the guidance.
- How do I handle a situation where a staff member refuses to come to work because they don't feel safe? You should contact your HR provider to take advice on this.
- How will schools provide teachers for classes where members of staff are currently vulnerable or shielding - these classes cannot open? Please talk to your cluster lead following your risk RAG rating
- How will I respond to a parent who finds out that their child had contact with another child i.e. didn't keep socially distanced? The DfE document is clear that younger children will not always socially distance. We are seeking clarity on what action a school can take where a pupil wilfully and deliberately refuses to social distance.
- Taking out staff in clinically vulnerable groups, I don't have enough staff to cover the number of rooms that will have children in them. Can I cap due to staffing issues or only for space? If I can't cap, what do I do? What will the LA do to help me? Please talk to your cluster lead following your risk RAG rating
- I haven't got enough space to accommodate all the children I'm supposed to in the rooms I've got if I halve classes. What if parents demand a place but it falls outside my cap – is there going to be hub provision, and if so where and for which children? Please talk to your cluster lead following your risk RAG rating
- Is it suggested to put out a survey to parents to ascertain their thoughts on returning? This may then give an idea on numbers. Schools and governing bodies should decide whether this is likely to be helpful.
- Is the government going to request that schools stay open over half term for key workers and vulnerable pupils given the potential reopening? There is no guidance on this at present. We have asked for additional guidance from the RSc.
- Half term – can I close to give staff a break and clean? What will happen to the critical worker and vulnerable children if I do close? There is no guidance on this at present. We have asked for additional guidance from the RSc.
- Is there a set deadline for when a decision will be made on a June 1st opening? We believe this decision will be made in the last week of May.

- Is there any change on FSM vouchers being available over half term? **There is no guidance on this at present. We have asked for additional guidance from the RSc.**
- Requirements in terms of the wearing of PPE by teachers and children, and supply of this - the government guidance is not logical. If the general public has to wear a face covering in a supermarket, why not a teacher in a classroom? **The guidance is clear that this is about incorrect handling of masks etc which could transmit infection.**
- Some of my cleaning team are shielded and the rest can't manage to clean more than half the school. Where can I get additional cleaning staff? **If you are unable to find staff, you should factor this issue into your ability to open. Please talk to your cluster lead following your risk RAG rating**
- The guidance says social distancing of 2m where possible. As an example, we have measured one classroom and to provide each pupil with a work space that allows 2m distancing, we can only fit 9 pupils in. Do we go with this? **We have asked the RSC for guidance in this respect**
- The Unions are telling staff that they should not return to work until the Unions say it is safe. If the Government says we must reopen, are staff effectively 'on strike' if they don't return to work? **You should consult your union and HR provider on this issue.**
- What do I say to parents who ask me to guarantee social distancing, especially for YR or Y1? **Refer them to the government guidance: <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers>**
- What does face to face support for year 10 & 12 students from 1st June actually mean? Is this about 'live' online lessons/sessions with teachers or is this about having them back in small groups in school for brief periods? **The guidance is clear that remote learning should be on-going. This implies that face to face is pupils attending in person.**
- What evidence will be required from staff who feel they cannot come into school as they are vulnerable or looking after vulnerable family members? How will these members of staff be paid - will this be considered sick pay? **You will need to take HR guidance on this.**
- What happens if national supply schemes or my usual suppliers don't deliver hygiene and cleaning products on time? **Schools should contact the LA resilience forums.**
- What is the expectation in regard to providing home learning alongside school based learning if you have a small team? Do we need to continue to fulfil this? **It is important to manage teacher workload at this time. The guidance indicates that those shielding staff should continue to support remote learning. Please talk to your cluster lead following your risk RAG rating if you feel this is an issue for you at this time.**
- What is the LA response if parents do not wish to bring their child to school? **We are unable pursue prosecutions at this time. HT's should discuss the situation with individual parents.**
- What is the position for risk assessing children with EHCPs who schools believe would put themselves and others at risk (e.g. a physically violent pupil or a child with cognitive needs meaning they are unable to comprehend any social distancing. If these children were to be in school, would there be guidance on how schools safeguard staff (personal care, children who

might need restraint)? Risk assessments remain for pupils with EHCP's.

- What will happen in an incident where a child fails to socially distance and then someone becomes ill? The guidance is clear on what happens – This includes testing and appropriate response. <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings> We have however asked for guidance on the range of responses a school could take.
- When will a decision be made on the other year groups returning and will this be phased in? There is no guidance on this at present.
- Why Early Years and Year 1? What is the rationale for this? This would go a long way to get staff on board. The three guidance documents provide further clarity on this.
- Will CBC paint lines on pavements outside of schools to ensure parents keep 2m apart while dropping/picking pupils up? No
- Will CBC provide barriers and any signage to support schools in ensuring social distancing can be achieved? Schools should seek to provide their own signage and barriers if they feel this is required. Schools should liaise with their cluster leads if they need specific support.
- Will CBC provide PPE for first aid/intimate care situations? Schools are responsible for PPE. CBC can support schools who are struggling with this through cluster leads.