

# COVID-19 | Health & Safety FAQ

## Education

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**NB:** There is some commonality between this document and the general [Health & Safety FAQ](#) document available on our Coronavirus Advice Hub. It is recommended that you refer to both (where required).

Questions	Advice
<b>General</b>	
Can schools decide not to open if they don't feel it is safe?	As you will be aware, there are concerns from unions. There are powers within the Coronavirus Act to direct schools to reopen; whether that is enacted or not, we are not sure. We would suggest that under the Local Governing Body/Headteacher's/Trust's discretion, you consider why the school would not be safe to open and you consider what steps you can take to mitigate the risks.
Some unions are asking staff to not engage with preparing to open schools. Where do we stand on this?	As a school, you should be discussing reopening with any unions colleagues/members/representatives to discuss the steps taken to safely reopen the school.
Should we be using thermometers to undertake temperature checks for all persons coming into school?	No, the guidance is that you should continue to rely on signs and symptoms with regards to COVID-19.
Do you have any further advice/guidance for Northern Ireland/Scotland/Wales based on devolved arrangements for these nations?	We do not. We anticipate that each devolved nation will build on the current guidance for their respective countries and we will aim to support where we can.
Are we providing childcare or curriculum?	We cannot advise on this; however, we believe that primary schools will predominantly provide care and secondary would provide a bit of both.
Are we able to use your documents to assist Private Finance Initiative (PFI) contractors if they are not providing their own?	Yes, please supply where you feel this is necessary. There is currently free access to this material on our Coronavirus Advice Hub; however, contractors will need to make this their own and complete this documentation.
Do we need to review anything else during this period of time such as our first aid / medical policy, minibus policy, etc.?	Yes, you should review documents relating to any activities that have affected your usual arrangements because of COVID-19. You will not necessarily need to create a new document to what you already have, but perhaps add an appendix to demonstrate that you have reviewed your operating conditions during COVID-19. This should record the interim arrangements that you have put in place and could include things like extensions of certification (e.g. building/vehicle testing or maintenance, and extension of first aid certificates).
Should school uniform be worn?	We cannot advise on this; however, we believe that you should consider at a local level and it does make sense that school uniform is not worn in order to prevent continuous wear during this time. It is advisable that you inform parents that children come into school in clean clothes each day.
Should a health and safety briefing take place with staff?	Yes, a briefing should take place with staff (whilst socially distancing and following the guidance) of your COVID-19 control measures, at regular times and/or in response to changes in your arrangements.
Should we accept cash in schools?	Ideally you should be accepting non-cash payments; however, if this is not feasible, then maintain good hand hygiene practices.
The DfE says that using other schools is an option if you don't have space. What are the health and safety implications of this?	<p><b>'Co-operation'</b> and <b>'co-ordination'</b> between occupiers is required. Good communication would include:</p> <ul style="list-style-type: none"> <li>• Induction;</li> <li>• COVID-19 control measures taken;</li> <li>• Documented sharing of Emergency Action Plans (fire, bomb, regular lockdown, first aid, etc.);</li> <li>• Sharing of risk assessments/policy and agreeing in writing.</li> </ul>

	Lettings is another area that is likely to be a future implication also and the above applies.
What should we do if we are part of a shared site?	There are no differences to your duties under the Management of Health and Safety at Work Regulations 1999 with regards to COVID-19. You will need to share information / control measures as mentioned above.
Should we review/amend our behaviour policy?	You should review all key documentation at this time and it is likely that your behaviour policy is one such document that is likely to require 'temporary' COVID-19 amendments in order to make allowances for the particular arrangements needed during this time.
What should we do if we have a child who spits?	You should follow your risk assessment for this child and discuss with the parents any measures to be taken and treat in line with your behaviour policy (where applicable).
Do we need to install toilet lids in our children's toilets in accordance with the guidance?	No, we do not feel there is an economic / health and safety benefit of doing this and we do not believe this is 'reasonably practicable'.
Are we able to continue using hand driers?	Yes, you can, however the preference would be to use disposable hand towels.
What do we have to do for a child with an EHCP?	Parents of children with an EHCP are entitled to receive respite and thus you should be working with the LEA and family to ensure that the risk assessment is suitable and sufficient.
What should we do if we have an employee who refuses to work?	It is recommended that you discuss with the employee what their concerns are and what you can do to alleviate those concerns. A guidance sheet can be found on our Coronavirus Advice Hub to help you assess this area and ensure the right control measures are in place. Please liaise with your Employment Law Adviser for further advice or, if you are not an Ellis Whittam client, call 0345 226 8393 to enquire about support.
Should staff enter via the main reception or through classrooms without signing in?	Staff should enter as normal through the main reception and sign in/out for fire purposes.
Are we required to take special precautions for our signing in and out books/touchscreens?	No, but you could provide wipes for pens and hand sanitiser, etc.
Do we need to take any further measures for a child with Kawasaki Disease?	No, we believe that you should send this child home or not permit them to come to school.
Can we use air conditioning or fans in school?	The preference would be to open windows to ventilate classrooms; however, at this point in time, we do not see that there is any reason why you couldn't use them. You should ensure that all areas within the school building are sufficiently ventilated and remain a comfortable teaching and learning environment, i.e. by opening windows just enough to provide constant background ventilation and opening them more fully during breaks to purge the air in the space. Where installed, you can use mechanical ventilation systems that have been adjusted to 'fresh air' intake.
<b>Catering</b>	
What safe catering do we need to provide?	A template risk assessment can be found on our Coronavirus Advice Hub to help you assess this area and ensure the right control measures are in place. If kitchens are not able to safely open due to staff shortages, difficulty with social distancing, etc., you will need to consider delivered packed lunches / cold food or parents providing this for their child.

Can our catering providers use disposable containers for lunches?	Yes, so long as the food is wrapped/covered, then we cannot see any issues here and the waste can be disposed of as per normal.
<b>Cleaning</b>	
How long does the virus lives on surfaces?	<ul style="list-style-type: none"> <li>• <b>Wood</b> (e.g. furniture, decking, etc.) – up to two days</li> <li>• <b>Plastics</b> (e.g. milk containers and detergent bottles, subway and bus seats, backpacks, elevator buttons, etc.) – two to seven days</li> <li>• <b>Stainless steel</b> (e.g. refrigerators, pots and pans, sinks, some water bottles) – two to seven days</li> <li>• <b>Cardboard</b> (e.g. post, shipping boxes, etc.) – 24 hours</li> <li>• <b>Copper</b> (e.g. pennies, kettles, cookware, etc.) – up to four hours</li> <li>• <b>Glass</b> (e.g. drinking glasses, measuring cups, mirrors, windows, etc.) – up to four days</li> <li>• <b>Paper</b> (e.g. mail, newspaper, etc.) – up to four days</li> </ul>
Do cleaners need to be doing anything differently or using any specified products?	No, domestic cleaning chemicals are sufficient. <b>Please check with the supplier to ensure they are effective at removing viruses.</b>
How often should we be cleaning?	Items touched by children should be cleaned more frequently than normal and at the end of the day. There are no set criteria of frequencies other than that.
Do cleaners need any training (additional training or courses in relation to COVID-19)?	Cleaners, like all staff, require awareness training of COVID-19 and your control measures.
Should schools have professional cleaning between different groups using the hall area for lunchtimes?	The guidance says that cleaning of tables is required between users. In secondary schools, consider whether it is possible for pupils to clean after themselves. In primary schools, you may need to employ further staff, cleaning companies or determine whether you can safely use volunteers as used in the rest of society, e.g. NHS, etc.
Who is doing the cleaning? Are we to expect teaching staff to do this?	Are you able to pay for additional cleaning services to support you with this? If not, please discuss with your Employment Law Advisers the necessary measures to be able to have this conversation with teaching staff as this may not be in their job descriptions.
Are we required to have disposable mops for cleaning each day?	Whilst we know that the guidance says to use these, we believe there is no expectation to be purchasing and disposing of mop heads each day. Effective cleaning and disinfecting measures for cleaning mop heads should be in place. The only change to this would be where there are obvious bodily fluids or where a symptomatic person has been present (in accordance with the guidance).
What is fogging? What are the benefits, and should we be using this as opposed to deep cleaning?	Fogging is a means of applying a chemical to a large area using a blowing method. The benefits are exactly that; it can be applied to a large area. You can use a combination of fogging and deep cleaning; however, ordinary cleaning should be sufficient.
If a child has a book, will it be better left as a cardboard cover or should we sticky-back this so that it can be wiped at the end of the day?	The chances of a transmission from books is 'low'. If you have the time to apply a wipeable cover, then this decision needs to be considered along with all the other preparation activities required in the coming days/weeks.
What should we do with anything potentially contaminated from COVID-19 (PPE, cloths, aprons, etc.)?	It should be double bagged and stored for 72 hours and then disposed of as normal waste.

What should we do with used PPE and face coverings from non-symptomatic persons?	This can be bagged and disposed of as normal waste.
Do I need to clean toilets after each use?	No, toilets should be regularly cleaned and ideally more frequently during COVID-19 than normal.
Are we required to provide lidded waste bins in all rooms?	If it is reasonable to provide lidded bins in classrooms, then you should. If you determine that it is not reasonable, then we would suggest that lidded waste bins are provided in your first aid room and your staff room. Where you cannot provide lidded waste bins in all classrooms, waste should be placed into bags, tied and bins emptied on a regular basis.
Can we use bleach in our school?	Yes, you can; however, the preference would be to use safer products that offer the equivalent effectiveness.
<b>Fire</b>	
How should we document any review/changes to our Fire Risk Assessment (FRA) in light of COVID-19?	You can make appendices to your FRA; this can be a one-page document that shows any 'temporary COVID-19' arrangements.
Do we need to social distance whilst conducting fire drills?	You should attempt to line up in 'cohorts' (bubbles) and in lines facing the front.
Are we able to wedge open fire doors (due to window restrictors limiting the amount of air flow / ventilation that is required and the increased frequency of touching of door handles, etc.)?	Ideally no, you should not wedge open fire doors in schools. Some schools have electromagnetic/acoustic door closers. It is advisable to determine through your fire risk assessment / fire strategy (if applicable) whether a door is indeed a true fire door. If you are able to determine whether adequate local management controls are in place or automatic fire detection is in place throughout / you have a managed use policy in place, then it may be possible to consider this; however, please refer to your fire risk assessment. Providing a door is not a fire door, it can be propped open. On no account should a fire door be wedged open using a fire extinguisher.
<b>First Aid</b>	
If there is only the teacher that is part of the group of 15, can they deal with first aid in their group?	Depending on the nature of the incident/injury, a competent person could administer the first aid (minor injury, e.g. applying an ice pack), unless it is of the nature that requires a first aider (serious injury).
How can teachers deal with first aid incidents?	Use current first aiders and follow your first aid risk assessment (which of course requires to be reviewed) in light of reoccupation from March 2021. AW or EFAW certificates that expired after 16 March 2020 can remain valid until 31 October 2020 or six months from date of expiry, whichever is later. All requalification training for these certificates should be completed by 31 March 2021 (including paediatric certificates).
What can we do if we don't have a paediatric first aider available?	The guidance states that the requirement for one PFA to be in the premises at all times when children are present has not changed (for settings that have children under the age of 24 months). In settings with children aged 2-5, providers must use their 'best endeavours' to ensure one person with a full PFA certificate is on site when children are present. If, after using best endeavours, you are still unable to arrange for a member of staff with a full PFA to be on site, you must carry out a written risk assessment and ensure that someone with a current

	<p>First Aid at Work or emergency PFA certification is on site at all times when children are on the premises.</p> <p>You can bridge the gap between qualifications by looking to secure online training to cover elements required for the care of young children. <a href="#">See guidance here.</a></p>
What PPE do we need for dealing with first aid incidents?	With regards to first aid injuries, as far as we are aware, gloves should be used (as per usual) if there are bodily fluids. Apart from that, maintain good hand hygiene, unless the person is showing signs of COVID-19 symptoms, in which case appropriate additional PPE should be worn (as per the risk assessment / policy).
If the only isolation hub we have available is the regular first aid room, is it suitable to make classrooms our first aid points?	You can make additional first aid points throughout your school; however, please consider the requirements of the School Premises (England) Regulations 2012 with regards to suitable accommodation being available.
Can we temporarily amend our current medical policy to reduce first aid provision (i.e. only deal with serious injuries and have secondary students deal with bumps/scrapes/grazes themselves by applying their own plasters)?	You should review your medical policy for COVID-19 and decide at a local level what is deemed to be <b>'reasonably practicable'</b> and the best course of action depending on your staff audit and local conditions. First aid incidents within your school need to be planned for in light of current COVID-19.
Can a member of staff who is not a first aider apply basic first aid measures (i.e. apply a plaster to a child with a grazed knee)?	Yes, however you should ensure that the child does not have any allergies and have a sufficient supply of hypoallergenic plasters.
Can we temporarily amend our reporting of incidents during COVID-19?	No, it is unlikely that there is anything you can do to relax your current arrangements around non-serious incident reporting.
When schools closed, we arranged for all medication and medical equipment to be returned to the home for health conditions such as asthma, diabetes, severe allergies, etc. Do we need to get inhalers, testing kits, etc. brought back into school?	You will need to consider the return of any equipment you consider necessary to safely reoccupy your setting. It is highly likely that if a person's medication / medical equipment is at home, this will need to be returned to school along with those pupils/staff. Where the setting has provided its own equipment, this should be checked to ensure that the use by date has not expired.
With regards to emergency inhalers, is there any guidance about specific cleaning products or do we amend our medical policy to temporarily suspend the use of inhalers?	No, the use of inhalers or other medication / emergency administration / equipment cannot be suspended. Clinell or other branded wipes (extensively used in care settings) can be used before and after each use.
<b>Liabilities</b>	
As an employee, am I liable if someone under my care (loco parentis) contracts COVID-19?	Anyone can be prosecuted under the Health and Safety at Work etc Act 1974, including teaching staff. It is highly unlikely unless you were clearly negligent (i.e. there is no risk assessment in place, poor control measures, you haven't followed the guidance) that an individual would be prosecuted; however, it is not beyond imagination.
Can a Governor or Headteacher be prosecuted under the Corporate Manslaughter and Corporate Homicide Act 2007?	There has been no change to liabilities with regards to COVID-19 under the Corporate Manslaughter and Corporate Homicide Act and the Health and Safety at Work Act during COVID-19. Essentially, anyone can be prosecuted for breaches of health and safety legislation; however, it would be the organisation / governing body that would be prosecuted under the Corporate Manslaughter and Corporate Homicide Act and not the Headteacher. Headteachers however, as

	<p>stated above, can still be prosecuted under health and safety legislation. Should you be following the guidance and implementing control measures <b>'so far as is reasonably practicable'</b>, it is highly unlikely that you would be prosecuted, given the vast nature of COVID-19.</p>
<p>What are our liabilities for school transportation and social distancing (i.e. minibuses, third-party buses) once it leaves our premises?</p>	<p>For non-staffed transportation: Providing you discuss with the LEA / local provider and are implementing <b>'reasonably practicable'</b> control measures, following the guidance and instructing/encouraging pupils to socially distance, then we cannot see why you would be liable for this and how you would police social distancing, other than the driver (who is not in your employment).</p> <p>For staffed transportation: Providing you discuss with the LEA / local provider / your own staff and are implementing <b>'reasonably practicable'</b> control measures, following the guidance and instructing/encouraging pupils to socially distance, then we cannot see why you would be liable for this.</p>
<p>We are a dance school and our teachers are freelancers. When we reopen, if they feel they contracted COVID-19 in our studios, can they sue us?</p>	<p>There is no difference between freelance teachers working in your building and anyone else. The difficulty here is in proving where the transmission took place. Third parties should follow the advice (good hand hygiene, social distancing, etc.) like anyone else.</p>
<p>Should Governors be checking risk assessments (in general) and particularly COVID-19 risk assessments? How do they know if they are right?</p>	<p>Governors can critique the school and its leaders to ensure compliance. In terms of what they should be doing, they should be trying to ensure that there is a risk assessment in place for COVID-19 and the school are following the guidance <b>'so far as is reasonably practicable'</b>.</p>
<p>Should Governors be calling on support from their experts to ensure that the Local Governing Body are discharging their health and safety duties sufficiently?</p>	<p>Yes. Clearly if within your LGB you have 'experts', then you should call upon them to support this. If you have internal/external health and safety persons fulfilling your 'competent person' role, the same applies.</p>
<p>Is it appropriate for school leaders to be conducting risk assessments when they are not virologists?</p>	<p>The question is more around how do you know if a risk assessment is <b>suitable</b> and <b>sufficient</b>? The following should be considered:</p> <ul style="list-style-type: none"> <li>• Ideally, two to three people should be involved to ensure that there is a healthy debate.</li> <li>• A person should be involved that does the job (i.e. a member of teaching staff).</li> <li>• The risk assessment should follow the latest guidance (it is highly unlikely that a virologist will work within any school setting). Having said that, let's not forget that those who work in school settings are already likely to be involved in risk assessments and are intelligent people. In secondary schools, there are doctors/biologists and chemists – people that understand the nature of virology and there is plenty of information within the public domain with regards to the virus to learn from, so there really is no excuse).</li> <li>• You need to consider: <ul style="list-style-type: none"> <li>What is <b>'reasonably foreseeable'</b>, and in order to do that, you would apply three tests – 'common', 'industry/sector' and 'expert' knowledge tests.</li> <li>Then you would need to consider the <b>'Man on the Clapham omnibus'</b> test – a reasonable person has the ability to determine 'reasonably foreseeable' risks. This is a legal test to determine what the average person would know about this.</li> <li>Then you would need to consider <b>'reasonable practicability'</b> – the risk/hazard versus what it costs in terms of time, money, effort and inconvenience to mitigate that risk/hazard.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>The risk assessment <b>MUST</b> be conducted in consultation with union representatives and thereafter communicated with the workforce (including employee representatives from unions).</li> </ul>
Who has the responsibilities with regards to a Private Finance Initiative (PFI) contract? Should we treat PFI contracts as contractors?	Who your PFI contract is with will determine who has the responsibilities for managing COVID-19. You should liaise with your PFI contract provider, whether that is with your LA or direct with the PFI contractor. Liabilities are likely to span all involved parties and you clearly require <b>evidence</b> that suitable measures are indeed in place. If the PFI contractor (whether through the LA or not) covers cleaning, you will need <b>evidence</b> of suitable cleaning taking place.
Do we have any liabilities to volunteers who help us as a school?	Yes, under the Health and Safety at Work etc Act, there is no change to your duties to others (volunteers) with regards to COVID-19 and you need to take the same/similar control measures to ensure their safety as much as you would others. However, in line with the guidance, remember that you should be limiting the volume of external persons to your premises.
<b>Personal Protective Equipment (PPE)</b>	
Are staff required to wear face coverings in an educational setting?	The government guidelines have changed. New rules will apply to the mandatory use of face coverings by staff and pupils in some schools, and to learners in further education, when all pupils/students return to school full time from 8 March 2021, and voluntary use by staff and other adults in early years education. This guidance is for schools and other education institutions that teach people in Years 7 and above in England. Face coverings are required to be worn when inside the setting at all times (the permitted exception is eating). We would advise that you need to maintain good hand hygiene, regular cleaning, keeping an eye on symptomatic/asymptomatic persons, etc. Follow the guidance on <a href="#">face coverings in education</a> .
What is the guidance with regards to face coverings for going to, being in and coming home from school?	In public, you should follow the guidance on wearing face coverings in public areas (i.e. public transport), and whilst in school, you should follow the guidance on wearing face coverings in school.
Can we wear face visors?	COVID-19 is spread via respiratory transmission and not from splashing, so there is no <b>'foreseeable'</b> requirement to wear a face visor. These should be reserved for the healthcare sector or situations where the risk assessment deems this is required.
Is there a difference between face coverings, face masks and surgical masks?	Yes, please refer to the <a href="#">PPE Guide</a> available on our Coronavirus Advice Hub for more information.
Should cleaners and caretakers be advised to wear PPE?	Yes, as per normal. If exposed to bodily fluids, the same would need to be considered as for that with personal care.
Should our minibus driver wear PPE?	Any passengers should wear a face covering if they are old enough and able to do so. Drivers are strongly recommended to wear face coverings.
Is there any advice for donning and doffing PPE for an educational setting?	There is video guidance <a href="#">here</a> for healthcare settings and the posters available <a href="#">here</a> and <a href="#">here</a> can also be displayed. Please note these are aimed at health and social care settings, but they can be used in an educational setting until such time as specific educational content is produced.
<b>Resources</b>	

Where do we find the 'COVID-19 Secure' poster that we should display within reception?	You can find the COVID-19 Secure poster on our Coronavirus Advice Hub and on <a href="#">GOV.UK</a> . A further poster to display at reception is available <a href="#">here</a> .
Are there any other posters that we should display?	You should follow the guidance on <a href="#">displaying posters in your school</a> .
Is there any additional signage that we need?	So long as you display the above, any further additions of signage such as maintaining two-metre distancing, 'Catch it, Bin it, Kill it', 'Don't enter these premises if you have symptoms', floor markings, etc. should be in accordance with your risk assessment.
<b>Social Distancing</b>	
<p>How can primary school classes observe social distancing?</p> <p>How many children should be in a class?</p> <p>What if the classroom space is small?</p> <p>How will school leaders know how many children they can have per class?</p> <p>How many children would be realistic for different class sizes?</p> <p>How much space do they need to allocate?</p> <p>The guidance just says to spread desks out as far as possible, but what does this mean in practice?</p>	<p>The World Health Organisation (WHO) says <a href="#">here</a> that you can have desks one metre apart (bottom of page 4). The latest guidance in the UK says to maintain social distancing of two metres, and the latest education guidance for siting of desks is '<b>as far apart as possible</b>'.</p> <p>What needs to be considered and applied here is the '<b>reasonably practicable</b>' test. Clearly each school/classroom will be different, and we cannot set out what can and can't be achieved. It is suggested that you undertake a staff and space audit to determine what can and cannot be achieved.</p> <p>For secondary schools and colleges, your plans should ensure:</p> <ul style="list-style-type: none"> <li>• Ensure that only a quarter of pupils in Year 10 and Year 12 are in school at any one time.</li> <li>• Classes are no more than half their usual size, to allow sufficient distancing between pupils (this may vary due to individual school circumstances).</li> </ul> <p>You should conduct a risk assessment, carry out a staff and space audit, remove unnecessary items and furniture.</p> <p>You should base any decisions on a two-metre social distancing parameter, and if you cannot '<b>reasonably</b>' achieve that, then base your decision making on a one-metre social distancing parameter. If you cannot achieve that, base your decision making on spreading out desks '<b>as far as is possible</b>'.</p> <p>Another part of the guidance talks about professionals using their judgement. It cannot be '<b>foreseeable</b>' that prosecutions would be applied if you were trying to fulfil your legal duties (and it is documented) under the Health and Safety at Work etc Act (and other Regulations). If you have a risk assessment and have followed the guidance as much as you reasonably can and have used your professional judgement, then you are complying with legislation and the guidance. The guidance for EYFS says that class ratios are to be maintained to "best endeavours".</p>
How can I demonstrate that I have applied "best or reasonable endeavours" when I consider class size?	A suitable and sufficient risk assessment that details your local arrangements and includes things like travel distances in fire safety, number of pupils/students, availability of staff, etc. Consider what is ' <b>reasonably practicable</b> '. Your Senior Leadership Team (SLT) should sign off the arrangements.
What should schools do if they have limited space?	Assess and document in your risk assessment (after conducting your staff and space audit) how you are unable to achieve the guidance, what you have done and what can be changed, i.e. what ' <b>reasonable efforts</b> ' you have undertaken. If you are unable to accommodate all of those who wish to return to school, contact your LEA.

<p>What can schools do who don't have outdoor space?</p>	<p>Are you able to safely use other areas of the building that are not normally in use, e.g. sports/assembly halls? Are you able to safely go to the nearest park whilst maintaining social distancing? This might not be possible but is worth considering. Many of these schools, presumably, will be inner-city schools (i.e. London, Manchester, Bristol), etc.</p>
<p>How will social distancing work around the school, i.e. playgrounds, using equipment, etc.?</p>	<p>This is for the SLT and Governors to decide and should be determined through lesson planning and timetables. Playgrounds should be used by a 'cohort' at a time and kept apart. If struggling to keep 'cohorts' apart, timetables should be amended to account for social distancing. In Reception, children should continue to play within their own fenced area (where installed). Play equipment should be used by a 'cohort' at a time and cleaned between 'cohorts'.</p>
<p>How can schools manage children moving around the schools (break and lunch times)?</p>	<p>Can you use timetables, social distancing, one-way systems, cleaning, segregation of corridors, etc.? Many primary schools have external access to classrooms; if so, can you use these, rather than going through the school?</p>
<p>Can children eat within classrooms?</p>	<p>Yes, where this is deemed to be acceptable, hygienic and good hand hygiene and cleaning procedures are in place.</p>
<p>How can a teacher have a break?</p>	<p>Consider whether it is possible to provide relief staff (if you can) using good hand hygiene and social distancing.</p>
<p>What options are there for staggering arrangements?</p>	<p>Government advice on COVID-19 arrangements for schools has become more risk based, with school leaders and Trusts being given greater autonomy to manage their local arrangements, using a hierarchy of 'considerations' to help guide the decision making. It's a bit like the PPE hierarchy of needs, in that you might know PPE is needed, but you have to demonstrate that you have considered / worked through the other options first. For secondary schools and colleges, the government guidance states that your plans should ensure:</p> <ul style="list-style-type: none"> <li>• Only a quarter of pupils in Year 10 and Year 12 are in school at any one time.</li> <li>• Classes are no more than half their usual size, to allow sufficient distancing between pupils (this may vary due to individual school circumstances).</li> </ul> <p>The guidance also implies a degree of trust of Headteachers to make the best decisions they can. Parents and carers of eligible year groups who are key workers and/or parents/carers of vulnerable children are strongly encouraged to bring their children to school, however they will not face fines or other sanctions if they do not. If you are a parent and, as the guidance says, you are not going to be penalised for not sending your child to school (simply encouraged to do so) and your personal circumstances mean that you don't have to send your child to school, then why would you? If you as a Headteacher feel that the best decision, after working through the hierarchy, is rotas, then this is what you should do. If you have considered and documented your options and arrived at the conclusion that 'rotas' is the only safe way of reopening and instilling <b>confidence</b> (which is</p>

	<p>really what all stakeholders want), then that is the decision that has been made at a local level with support from those above.</p> <p>Other options are for part-time learning – morning and afternoons.</p> <p>Other options later on down the line (once the DfE has acknowledged this) is for a week A ‘cohort’ one week and a week B ‘cohort’ the next and rotate thereafter.</p> <p>Another option is a 50% ‘cohort’ on a Monday, Tuesday and Wednesday and the other 50% ‘cohort’ Thursday, Friday with a rotation thereafter.</p> <p><b>NB:</b> The above advice only provides options/solutions and should be considered at a Trust and local level following guidance and the ‘<b>reasonably practicable</b>’ test. Remember, the guidance does stipulate that schools are <b>not</b> required to use the guidance.</p>
How can schools decide which option to go for?	<p>This is for the SLT and Governors to decide, depending on local arrangements/setup and with continuous consultation from staff to amend where necessary.</p> <p>Based on the priorities set out in the recent guidance, conduct a staffing audit, then work through the priority groups (key workers’ children and vulnerable children), then early years (three and four-year-olds), followed by younger groups, infant schools (nursery and Reception), primary schools (nursery, Reception and Year 1).</p>
What happens if we don’t have enough staff?	<p>This is for the SLT and Governors to decide. Deploying support staff and accommodating visiting specialists could be considered.</p> <p>The Education Endowment Foundation (EEF) has published guidance on making the best use of teaching assistants to help primary and secondary schools</p> <p>Sending children home (where you can) may need to be considered as a last resort.</p>
What should we do if we are using other organisations’ buildings (e.g. community centres/church halls)?	Apply the guidance as you would to your own setting.
How can schools avoid pinch points during dropping off/collection in term of groups mixing?	Release groups earlier and later than normal to avoid congregating of parents and implement a kiss and drop for older children. Physical separation (barriers/painted markings) could be considered.
Should class groups and the teacher remain in this ‘bubble’ all day, i.e. not mix with other groups around the school?	Yes (where possible).
How can schools maintain this separation?	As above – toileting is going to be an issue, so practice cleaning and good hand hygiene. Have TA involvement to maintain separation where ‘ <b>reasonably practicable</b> ’. You may need the involvement of Midday Supervisors.
Can you keep siblings together using the same equipment?	Yes, if you can, please do so. However, this will depend on local arrangements.
Do you have any practical options/solutions for managing the usage of our staff room?	Measures may include removing non-required items in these rooms, social distancing, cleaning and staggering break times. This also relies on staff maintaining good hygienic practices. Staff should be bringing in their own lunches to school.
What if we cannot achieve bubbles (cohorts)?	Any school or college that cannot achieve the small groups necessary at any point should discuss options with their local education authority.

<b>Testing</b>	
Is COVID-19 testing compulsory?	<p>Testing is voluntary. No child or young person should be tested unless informed consent has been given by the appropriate person, e.g. a parent/legal guardian and the child and young person is willing to be tested.</p> <p>Where consent has not been given, no person should be prevented from entering the education setting if they do not take part. The school or college should encourage participation, since the success of this public health measure depends on as many people participating as possible.</p>
Do all staff have to be included in the testing programme, or only teaching staff?	<p>All staff on-site – including teaching, nursery and support staff – should be included in the testing programme, including those who are responsible for running breakfast and after-school clubs.</p> <p>People who decline to participate in the testing programme should follow the usual national guidelines on self-isolation and get tested if they show symptoms.</p> <p>Whether you can make testing compulsory and/or a condition of employment will depend on a number of factors, including whether your risk assessments identify that it is necessary. We have produced a <a href="#">Vaccination and Testing Guide</a> which covers mandatory vaccination and testing in the workplace and the considerations that should be taken into account – this can be found on our Coronavirus Advice Hub. This is an evolving area and you should ensure that you check government guidance in this respect for any updates.</p>
At what age do children and young people have to be tested? And can they swab themselves?	<p><b>No</b> children below the age of 11 should be tested. Secondary pupils aged 11 should have the test administered by an adult, and pupils and students aged 12-17 should be supervised by an adult but can swab themselves.</p> <p>If assisted swabbing is required, the willingness and feasibility to swab should be reviewed and risk-assessed every time before swabbing.</p>
How often do staff and students need to be tested?	<p>An Asymptomatic Test Site (ATS) must be set up at your secondary school or college in readiness for pupils and students first return in March 2021. You are required to test pupils and students three times on site before they can start home testing. Staff and students will be required to test at home on a regular basis (twice per week, three to four days apart) usually before they come into the education setting, and to report the test results.</p>
<b>Transport</b>	
Should we use our school minibus?	<p>Ideally, this should be avoided where possible. However, if you have to, please follow the social distancing guidance for transportation.</p>
What if our minibus driver is not the teacher who is part of the regular cohort?	<p>Please follow good hand hygiene and social distancing measures.</p>
What should we consider for pupils who travel by taxis or private hire vehicles?	<p>The vehicle should have a Perspex shield between the passenger and driver, or a larger vehicle should be sought. Discuss with the transport provider what measures they have in place to protect passengers, including carrying multiple persons. Passengers should follow the advice of the driver, including sitting in the back left-hand seat when travelling alone.</p>
Where do we stand with regards to school transport that is provided on our behalf?	<p>You should speak with your transport provider as to what measures they have implemented.</p>

What PPE should a driver wear when transporting a child home?	Where a child is displaying symptoms, they should be sent home, preferably by collection from a parent or carer. Where this is not possible, you should follow the measures set out in the <a href="#">guidance</a> . A face covering should be worn at all times.
<b>Visitors and Contractors</b>	
If a visitor turns up unexpectedly, what should we do?	If the visitor is not required to be in school and the visit is not deemed essential and can be rebooked at a later date, the Headteacher should decide whether they are to be turned away. If a visitor is permitted entry, they should wear a face covering when entering and walking around the building.
Can you cover how external forest school providers can access schools?	You need to ensure that third parties follow the same social distancing / good hand hygiene as anyone else. Clearly some sort of health check is required prior to them coming into your school.
What checks should I make of third parties (contractors, etc.)?	Where you have deemed that contractor work is essential, you should treat contractors as per normal and continue to ask for risk assessments, insurance, method statements, etc. Regarding COVID-19, you should ensure that they (and you) have taken reasonable steps to manage their visit, i.e. good hand hygiene, social distancing, etc. Contractors should provide documentation to demonstrate what aspects of their usual arrangements they have amended to manage COVID-19. Implement a process to check that your contractors are not experiencing COVID-19 symptoms and have not been in contact with persons with COVID-19. A <a href="#">Contractor Checklist</a> is available on our Coronavirus Advice Hub.
<b>Vulnerable People</b>	
What should we do with an employee who is deemed a 'vulnerable person'?	You must complete an assessment for anyone who is deemed to be vulnerable. Use the <a href="#">Vulnerable Persons Risk Assessment</a> on our Coronavirus Advice Hub and document/discuss what 'reasonably practicable' control measures can be implemented. As at 5 March 2021, only clinically extremely vulnerable persons are advised to continue to work from home where possible, or where they cannot work from home, not to work.