

School opening guidance **revised in June 2021**

The full operational guidance for schools can be found at: [COVID Operational guidance for schools](#)

This guidance explains the actions school leaders should take to minimise the risk of transmission of COVID-19 in their school. This includes public health advice, endorsed by Public Health England (PHE).

As the guidance states: ‘There cannot be a ‘one-size-fits-all’ approach where the system of controls describes every scenario. School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk. The system of controls provides a set of principles to help them do this and, if schools follow this advice and maximise use of control measures, they will effectively minimise risks.’

We are supportive of the guidance’s stance that you are the best people to make decisions on behalf of your school communities and that this should be in close partnership with parents, staff and unions.

Theme	Actions to be taken	Notes	RAG
Welcoming children back to school – Spring Term – Summer Term	The COVID Operational guidance for schools published in May 2021 covers the steps that schools should take to minimise transmission in school.	<p>The use of face coverings by staff whilst walking around the school and in meetings continues face coverings</p> <p>At St Jude’s, where possible meetings are conducted virtually for example : Whole school staff briefings, PDMs, meetings with parents</p>	

		<p>Further guidance on mitigating controls is found here:</p> <p>system of controls</p>	
Public Health Advice	<ul style="list-style-type: none"> ▪ It is a legal requirement that schools revisit their risk assessments. Monitoring should be put in place to check that it is effective and working to plan 	<p>School employers should have active arrangements in place to monitor that the controls are:</p> <ul style="list-style-type: none"> • effective • working as planned • updated appropriately considering any issues identified and changes in public health advice <p><i>At St Jude's the risk assessment is updated in line with significant updated guidance including new lockdown procedures, remote learning arrangements and return to school arrangements.</i></p>	
Systems of controls	<p>Prevention:</p> <ol style="list-style-type: none"> 1. Minimise contact with those unwell or have someone in their household who is unwell 2. Clean hands more often than usual 3. 'Catch it, bin it, kill it' message in place 4. <u>Enhanced cleaning in place</u> (updated guidance) 5. Minimise contact between individuals and maintain social distancing wherever possible 6. Wear PPE in line with guidance 	<p>NB note social distancing is by 'bubbles' which should be limited to classes as far as possible to minimise the need for larger scale closure in the event of confirmed infections</p> <ul style="list-style-type: none"> • Check handwashing/ sanitiser availability (supervision of sanitiser for young children) • Clarifying routines • Reducing contacts between groups, sitting children with forward facing desks 	

	<p>7. All surfaces cleaned regularly including tables before and after meetings</p> <p>8. Lunch tables cleaned in between each sitting</p>	<p>NB 1-4 must be in place at all times. 5 must be considered . 6 applies in specific circumstances. Face coverings are required on public transport and in shops and hospitals for children over 11.</p> <p>If anyone in the school becomes unwell with a new and persistent 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 <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u>, which sets out that they should self-isolate for at least 10 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID-19).</p> <p>Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p> <p>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.</p>	
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	<p>Mask wearing</p> <p>Staff and visitors will wear face coverings in areas of the school where social distancing isn't possible, such as in staffrooms. All staff will wear masks whilst walking around the school building and in meetings.</p> <p>They will be asked to keep on or put on a face covering when arriving at school and moving to classrooms or offices, unless they are exempt from wearing one.</p> <p>Staff have attended PPE training.</p> <p>Masks and visors are available in school.</p> <p>Ventilation</p> <p>Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.</p>	<p>For children old enough, they should also be supported to maintain distance and not touch staff where possible</p> <p>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review.</p> <p>At St Jude's all staff are required to wear masks/visor when walking around the building/playground duty/meetings. If staff must switch bubbles temporarily, they must keep their distance and wear masks.</p> <p>Staff who are exempt must notify the HT so that this can be addressed in the individual RA</p> <p>At St Jude's all windows and (where possible doors) are opened at the start of the day by the PO.</p>	
	<p>Response:</p> <ol style="list-style-type: none"> Engage with staff self-testing from January 27th 2021 and follow the guidance on testing Primary school testing guidance 	<p>All three points must be followed when/if relevant PPE must be worn when dealing with a case</p>	

	<p>2. Manage confirmed cases amongst the community.</p> <p>3. Contain any outbreak following local health protection team advice.</p>	<p>All those unwell must stay at home and only leave the house to be tested.</p> <p>Home testing kits will be provided to send home with adults and students if this is thought to improve likelihood of testing</p> <p>Tests can be booked here: https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</p> <p>At St Jude’s home testing kits are available. Staff are invited to test 2 X a week and record their results in the log book and to report-covid19-result</p> <p>From January 25th, Primary Schools will receive testing kits for staff to use weekly.</p> <p>Staff testing guidance</p>	
	<p>Consider groupings carefully:</p> <ul style="list-style-type: none"> ▪ Reception to KS3 - aim for class group sized bubbles 	<p>How to group children:</p> <ul style="list-style-type: none"> • Limit sharing or rooms whenever possible • Where children cannot social distance, smaller class sizes can help • Children to sit side by side facing the front • Movement to be kept to a minimum • Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as 	

		<p>much as they can, ideally 2 metres from other adults.</p> <ul style="list-style-type: none"> • For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. • St Jude’s runs staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). • Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised. <p>During the Summer Term, children at St Jude’s remain in their class year group bubble taught by the designated class teacher / teaching assistant</p> <p>Staggered start times and pick up times remain in place.</p> <p>All of the above recommendations remain in place.</p>	
	<p>Arrival/departure:</p> <ul style="list-style-type: none"> ▪ Consider staggered starts/endings (may involve condensing free periods/breaks but not reducing teaching time) ▪ Have systems for removing/storing face coverings 	<p>Dual rolled children – both schools should work together on systems.</p> <p>Pupils should be instructed not to touch the front of their face coverings when removing them and placed in a covered bin or placed in a plastic bag if reusable</p>	

	<ul style="list-style-type: none"> ▪ Supply/peripatetic teachers can move within bubbles & care support for children from therapists and clinicians continue ▪ Keep records of all visitors ▪ Parents wear masks outside during pick up and drop off and remain socially distanced. Pick up and drop off is swift. 	<p>Hands should be washed immediately on arrival Advice for students with SEND is in Annex B.</p> <p>St Jude’s behaviour policy has been updated with COVID related sanctions and is on the website.</p>	
	<p>Other considerations:</p> <ul style="list-style-type: none"> • Supply teachers can move between schools • Specialists staff for SEND should provide interventions as usual as a precaution from the Spring term all EP and SALT assessments and meetings will be virtual. • 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 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 	<p>At St Jude’s all children have their own pencil cases – and use own equipment where possible.</p> <p>Where staff are moving from room to room they wear a visor. The cleaning measures are in place and every teaching room has a cleaning station.</p> <p>Reading books are quarantined for 72 hours.</p> <p>Visitors are kept to a minimum and meets are held virtually where possible.</p> <p>For visitors – visitors must take a lateral flow test on arrival, hand sanitise and follow the COVID SAFE visitor checklist.</p>	


School operations	<p>Transport:</p> <ul style="list-style-type: none"> ▪ Face coverings for over 11s on public transport to continue ▪ Schools to work with partners (including neighbouring schools when staggering start times) ▪ Some public transport will be dedicated to being school transport 	<p>1m+ will not apply on dedicated school transport from the autumn eg school/LA minibuses. Should encourage transporting in bubbles where appropriate, organised queuing/hand sanitiser where appropriate (p18)</p> <p>At St, Jude’s the majority of children walk / cycle.</p>	
	<p>Attendance:</p> <ul style="list-style-type: none"> ▪ Expectation that all pupils will attend ▪ Shielding exceptions - shielding was paused on 1st August. Some exceptions can be found here . Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised. ▪ Schools are expected to have online schooling immediately available if students have to shield ▪ Communicate clear expectations with parents ▪ Use catch up funding, where appropriate and current pastoral measures to support ▪ Schools are encouraged to communicate clearly and regularly and clearly about risk mitigation and the expectation that children must attend unless a statutory reason applies. 	<p>Shielding advice for all adults will pause on August 1st subject to continued decline</p> <p>Ofsted monitoring visit will focus on availability and impact of home learning in the autumn and spring terms.</p> <p>The usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> • 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 	

		<p>The updated guidance on attendance of vulnerable children and critical worker children is as follows: vulnerable and critical worker list January 2021</p> <p>St Jude’s works collaboratively with external agencies, Lambeth Early Help and EWO to support family engagement during lockdown.</p> <p>Attendance of children in school and those working remotely is carefully monitored. Follow-ups with the EWO are made within 5 days of non-attendance.</p> <p>St Jude’s attendance is carefully monitored if bubbles are closed and switch to remote learning. This is done through phone calls and the Live Google Classroom teaching session.</p>	
	<p>School workforce:</p> <ul style="list-style-type: none"> Schools are not considered high risk settings if controls are put in place. The DFE expects that staff will attend school. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate. 	<p>DFE believes that if the guidance is implemented then this will mitigate much of the risk to clinically vulnerable in extremely clinically vulnerable people. Guidance can be found for pregnant people here: pregnant employees and for critically vulnerable and vulnerable groups here: vulnerable staff</p>	

	<ul style="list-style-type: none"> • The DFE advises that those who are clinically extremely vulnerable can return to school in September 2020 provided their school has implemented the system of controls outlined in this document unless there is a local lockdown. • Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people’s occupation and care home residence. These staff can return to school in September as long as the system of controls set out in this guidance are in place 	<p>At St Jude’s all staff have completed individual risk assessments – those who are identified as vulnerable have additional measures in place.</p> <p>All staff must share updates on their medical / health status immediately with the headteacher so the individual risk assessment can be reviewed.</p> <p>In the case of a confirmed positive case / class bubble close vulnerable / pregnant staff will be prioritised in being informed and asked to leave the school setting.</p> <p>Information about the extra mental health support for pupils and teachers is available.</p> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <p>Consider carefully the additional support NQTs will need having not completed their full courses.</p>	
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	<p>Safeguarding:</p> <ul style="list-style-type: none"> ▪ Revise safeguarding policies using KCSIE 20 ▪ Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. 	<p>Once the school is in operation, it is important to ensure good ventilation and maximising this wherever possible, for example, opening windows and propping open doors, as long as they are not fire doors, where safe to do so (bearing in mind safeguarding in particular).</p>	

	Estates: p28 <ul style="list-style-type: none"> ▪ Significant adaptations are not considered necessary ▪ Pre building checks are completed inc legionella ▪ Ensure good ventilation 	<p>At St Jude's - our premises officer continues with daily visual checks and ventilation checks.</p>	
	Education visits: <ul style="list-style-type: none"> ▪ Continue to advise against overnight visits. Schools can resume non overnight schools trips. This should be done within consistent groups and covid secure measures at the destination. 	<p>At St Jude's school, residential trips are cancelled, trips in the local area will go ahead with a risk assessment in place during the summer term, Covid permitting.</p>	
	School uniform: <ul style="list-style-type: none"> ▪ The governing board can choose to relax uniform policy but the DFE encourages a return to usual uniform from September 	<p>At St Jude's expectations on school uniform remain.</p> <p>PE kit is worn by children on the day they have PE.</p>	
Extra curricular: <ul style="list-style-type: none"> ▪ Consider resuming breakfast/after school clubs 'We recognise that schools may need to respond flexibly and build this up over time.' Aim for small consistent groups if bubbles can't be maintained. ▪ Guidance available on summer holiday childcare. 	<p>Contact sports should not take place. Schools should seek assurances from their providers.</p> <p>St Jude's Breakfast Club and 6 O'Clock club resumes in the summer term - following guidelines</p> <p>Wraparound care and extracurricular activity</p>		

<p>Curriculum, behaviour and pastoral support</p>	<p>Curriculum expectations: p30</p> <p>The key principles that underpin DFE advice on curriculum planning are:</p> <ul style="list-style-type: none"> ▪ education is not optional: all pupils receive a high-quality education. ▪ the curriculum remains broad and ambitious ▪ remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. ▪ Substantial modification may be needed at the start of term ▪ Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. ▪ Schools should try to avoid singing, wind instruments, choirs, ensembles and school assemblies ▪ Sports equipment to be cleaned between sharing (p33-34) 	<p>Up to and including KS3 - prioritise the most important components for progression rather than removing subjects</p> <p>‘Aim to return to the school’s normal curriculum in all subjects by summer term 2021.’</p> <p>At St Jude’s – a school priority is to continue to offer the broad and balanced curriculum. The school has published the detailed remote learning offer on the website.</p> <p>Curriculum Guidance for Primary Schools</p> <p>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.</p> <p>St Jude’s on line learning offer is underpinned by On line learning best practice</p> <p>Music (NB Lambeth Music can provide their risk assessments and risk mitigations.</p>	
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	<p>Catch up:</p> <ul style="list-style-type: none"> ▪ One off grant funding will be paid to state schools for catch up – details to follow ▪ EEF guidance available 	<p>Funding equates to approximately £80 per pupil the covid spending plan is published on the school website.</p>	

	<ul style="list-style-type: none"> National tutoring programme – for most disadvantaged. 	<p>Further government guidance can be seen here:</p> <p>Covid Catch Up Support</p>	
	<p>Pupil wellbeing and support:p34</p> <ul style="list-style-type: none"> Consider how to support with rebuilding friendships Respond to Covid related issues Approaches to physical and mental wellbeing How can you work with the nursing service 	<p>NB Trauma informed training programme (4x webinars) have been sent to schools via your SENCO</p> <p>All St Jude’s staff have received trauma informed training.</p> <p>The training module on <u>teaching about mental wellbeing</u>, from the DFE, aims improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It was published early given the importance of supporting pupils’ mental health and wellbeing at this time.</p> <p>To support this, teachers may wish to access the free <u>MindEd learning platform for professionals</u>, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a <u>coronavirus (COVID-19) staff resilience hub</u> with advice and tips for frontline staff.</p> <p>Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the <u>healthy child programme</u></p>	

	<p>Behaviour</p> <ul style="list-style-type: none"> ▪ Update behaviour policies with new rules and communicate with parents ▪ Permanent exclusion should always be the last resort 	<p>Please contact sboffin@lambeth.gov.uk before permanently excluding any child</p> <p>Further details are available at Behaviour and discipline in schools</p> <p>Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling.</p>	
Assessment and accountability	<p>Inspection:</p> <ul style="list-style-type: none"> ▪ Routine inspections suspended for the autumn ▪ Visits will start in September 2020 looking at identifying barriers schools have faced/are facing ▪ How leaders are ensuring pupils resume learning and the curriculum (including remote) ▪ How routines and behaviours are embedding ▪ Health and wellbeing issues ▪ Safeguarding 	<p>No grades will be published but the letter will go onto the schools website</p> <p>School inspections are expected to resume in September.</p>	
	<p>Primary Assessment:</p> <ul style="list-style-type: none"> ▪ Primary Assessments will not take place in Summer '21 ▪ EYFS profile/ KS1 tests/ Phonics/ Timetables check/ 	<p>KS1 guidance on test cancellation https://www.gov.uk/government/publications/2021-key-stage-1-assessment-and-reporting-arrangements-ara</p> <p>KS2 guidance on test cancellation https://www.gov.uk/government/publications/2021-key-stage-2-assessment-and-reporting-arrangements-ara</p>	

	<p>Accountability: p37</p> <ul style="list-style-type: none"> ▪ Performance tables suspended for 2019-20 ▪ Ofsted and DFE will start conversations from 2019 data 	<p>More information is set out at coronavirus (COVID-19): school and college accountability.</p>	
<p>Contingency planning for outbreaks</p>	<p>Contingency planning for outbreaks:</p> <p>The school will monitor emails related to COVID through the Covid communication email and respond accordingly with advising parents on school bubble closure in a timely manner after seeking advice from Public Health advisors.</p> <p>The school will supply remote learning to all pupils on the first day of isolation. This is detailed in our home learning offer home learning offer.</p> <p>In developing these contingency plans, the DFE expects schools to:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use 	<p>St Jude’s will use the Google For Education platform should school closures occur. In preparation for this, we have used Google Classroom for all home learning.</p> <p>The systems are in place to allow for remote learning should a class bubble/individual need to be isolated.</p> <p>The Covid communication email will be checked on a Sunday evening at 7.00pm – this is to report positive cases only</p> <p>covidcommunication@stjudeslambeth.org</p> <p>The school will then inform parents to keep their child off school via email between 8.00am – 8.15am.</p> <p>Public Health Advisor Rachel Scatlebury will continue to be contacted for advice/monitoring</p> <p>Staff including vulnerable / pregnant staff will be asked not to come in / sent home at the earliest opportunity.</p>	

	<ul style="list-style-type: none"> • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. <p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • teach a planned and well-sequenced curriculum • provide frequent, clear explanations of new content, • gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding • plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers 	<p>contingency-planning</p> <p>pregnant employees</p> <p>St Jude's will take part in any surge testing recommendations that are set out by Public Health during the Pandemic.</p> <p>Twice weekly lateral flow tests will take place with all staff and recorded.</p>	
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	<p>Limited staff on site due to bubble closure/staff sickness/ staff isolation - the headteacher will continue to keep the school open whilst it is safe to do so and there are sufficient staff on site.</p> <p>She will communicate with the C of G. LA and SDBE to decide on unplanned closure and the best course of action, this may include utilizing support from another Local Lambeth School so that a senior leader could be deployed to support.</p> <p>Closure will always be considered the last resort and will be decided upon in communication with the Local Authority and SDBE.</p>	<p>A plan is in place in the first instance to ensure that a DSL is always on site</p> <p>Covid communication email is monitored</p> <p>School staff are updated with developments and cover arrangements</p> <p>Parents are updated with development and arrangements</p> <p>KG Doodles are informed</p> <p>C of G is informed / updated</p>	
Risk assessments	<p>Risk assessments:</p> <ul style="list-style-type: none"> ▪ Legal requirement to schools should revisit and update risk assessments. Share with workforce ▪ If possible, publish on website (HSE expectation if staffing is over 50 in size) ▪ Regularly monitor and review ▪ Identify risks for staff, pupils, visitors and contractors ▪ Must consult with H&S representative selected by a recognised trade union ▪ Where issues between employees and employers cannot be resolved they can be referred to the HSE 	<p>School employers should have active arrangements in place to monitor that the controls are:</p> <p>Effective, working as planned, updated in line with PHE advice.</p> <ul style="list-style-type: none"> ▪ For more information on what is required of school employers in relation to health and safety risk assessments and managing risk, see annex A. 	

	<ul style="list-style-type: none"> ▪ It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, you cannot decide who the representative will be 		
Changes to SEND legislation	<ul style="list-style-type: none"> • All educational settings have a statutory duty under equalities legislation to make reasonable adjustments for disabled children. Many children and young people will have found lockdown exceptionally difficult socially and emotionally. Settings should consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown and offer additional support and phased returns where needed. 	<p>St Jude's will provide EHCP support as best they can with staff in place during the school closures in the Spring Term.</p> <p>SEND and EHCP provision will resume in the summer term when children return.</p>	