

Appendix 1 (Operational Guidance Summary)

Introduction	<ul style="list-style-type: none"> • We also know that the risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low • Taking into account the improved situation we now find ourselves in, the balance of risk is now overwhelmingly in favor of children returning to school • There cannot be a one size fits all approach, it is recognised that each school and setting will have local challenges to address • Local authorities will not be expected to continue to provide emergency childcare provision in the autumn term
PHW Advice	<ul style="list-style-type: none"> • A requirement that people who are unwell with symptoms of COVID-19 stay at home; • Robust hand and respiratory hygiene including ventilation; • Continue increased cleaning arrangements; • Active engagement with Test Trace Protect; and • Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable
Risk assessment	<ul style="list-style-type: none"> • As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments by building on the learning to date and the practices they have already developed.
Prevention	<p>Under no circumstances should learners or staff attend schools/setting if they;</p> <ul style="list-style-type: none"> • feel unwell, have any of the four identified COVID-19 symptoms (a new continuous cough, a high temperature or loss of taste or smell) or they have tested positive to COVID-19 in the past 7 days; • live in a household with someone who has symptoms of COVID-19 or has tested positive to COVID-19 in the past 14 days
Clean hands thoroughly more often than usual	<ul style="list-style-type: none"> • Whether the school/setting has enough hand washing or hand sanitiser 'stations' available so that all learners and staff can clean their hands regularly; • Supervision of the use of hand sanitiser given the risks around ingestion. Small learners and pupils with complex needs should continue to be helped to clean their hands properly; and • building these routines into the school's culture, supported by behaviour expectations and helping

	ensure younger learners and those with complex needs understand the need to follow them
3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	<ul style="list-style-type: none"> The 'catch it, bin it, kill it' approach continues to be very important, so schools and settings must ensure that they have enough tissues and bins available in the school to support learners and staff to follow this routine
4. Increased cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	<ul style="list-style-type: none"> Putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: More frequent cleaning of rooms / shared areas after they have been used by different groups Frequently touched surfaces being cleaned more often than normal Where possible provide separate toilets for different contact groups, where this is not possible, using hand sanitizer before entering the toilet and ensure toilets are cleaned regularly will help. Learners must be encouraged to clean their hands thoroughly after using the toilet
How to group learners	<ul style="list-style-type: none"> It is accepted that learners and especially the youngest learners, cannot socially distance from staff or from each other and consistent groups provide an additional protective measure In secondary schools, particularly in the older age groups at key stage 4 and key stage 5, the contact groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and for students to receive specialist teaching At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. Whatever the size of the group, they should be kept apart from other groups where possible and older learners should be encouraged to keep their distance within groups We recognise that younger learners will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. All teachers and staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable Where mixing between groups cannot be avoided, schools and practitioners should run the <i>approach to risk estimation and management</i> process to reduce the risk of transmission between contact groups

Measures within the classroom	<ul style="list-style-type: none"> • It is strong public health advice that staff in secondary schools maintain distance from their learners, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from learners • When staff or learners cannot maintain distancing, particularly with younger learners in primary schools, the risk can also be reduced by keeping learners in the smaller, class-sized groups described above
Measures elsewhere	<ul style="list-style-type: none"> • Contact groups should be kept apart where possible, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group • While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. • Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.
Measures for arriving at and leaving school	<ul style="list-style-type: none"> • Where possible, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. • Staggered start and finish times should not reduce the amount of overall teaching time.
Other considerations	<ul style="list-style-type: none"> • Supply teachers, peripatetic teachers and/or other temporary staff can move between schools • Where a learner routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the learner. • Schools and settings should ensure outdoor playground equipment should be more frequently cleaned • For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and learners have their own items that are not shared. • If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as biting, licking, kissing or spitting) or require care that cannot be provided without close hands-on contact, they should continue to receive care in the same way, including any existing routine use of PPE

PPE – Routine activities	<ul style="list-style-type: none"> • No PPE
Suspected COVID-19	<ul style="list-style-type: none"> • Gloves, aprons and a fluid-resistant surgical mask • Eye protection • Gloves and aprons
Intimate care - PPE	<ul style="list-style-type: none"> • Gloves and aprons • Fluid-resistant surgical mask and eye protection • Gloves, fluid repellent gown, FFP3 mask and eye protection are indicated when undertaking aerosol generating procedures such as suction. • Gloves and aprons should be used when cleaning equipment or surfaces that might be contaminated with body fluids such as saliva or respiratory secretions.
Use of face coverings for health purposes	<ul style="list-style-type: none"> • The Chief Medical Officer has been clear that there is no evidence to support the widespread wearing of non medical face coverings in the community
Transport	<ul style="list-style-type: none"> • New guidance in relation to public transport is being issued shortly
Attendance	<ul style="list-style-type: none"> • All learners will return their school or setting in the autumn term unless they have a medical/health reason not to • Welsh Government view is that it would be difficult for a local authority/school to justify the issuing a Fixed Penalty Notice (FPN) or commencing proceedings for non-school attendance
Extremely vulnerable or 'shielding staff' or learners	<ul style="list-style-type: none"> • These individuals will have received a shielding letter from the Chief Medical Officer. Staff and learners in this category must not be asked to attend schools or settings but should be supported to work or learn from home. • Shielding is advisory and is not enforceable by law. We anticipate that updated guidance on shielding will be published shortly, we will update this guidance accordingly.
Supply teachers	<ul style="list-style-type: none"> • Schools can continue to engage supply teachers and other supply staff during this period

Expectation and deployment of student teachers	<ul style="list-style-type: none"> • We therefore strongly encourage schools within ITE Partnerships to continue hosting student teachers.
Catering	<ul style="list-style-type: none"> • We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for free school meals
Estates	<ul style="list-style-type: none"> • We do not consider it necessary for schools and setting to make significant adaptations to their site to enable them to welcome all learners back, based on the latest scientific and medical advice
School uniform	<ul style="list-style-type: none"> • It is for the governing body of a school to make decisions regarding school uniform. Some schools relaxed their uniform policy over the summer term. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone
Breakfast Clubs and after school provision	<ul style="list-style-type: none"> • Local authorities, working with their schools should consider resuming any breakfast and after school provision, where possible whether this is provision offered by the school or run out of the school by a private provider.