

MASTER RISK ASSESSMENT from 1.4.22

Principles:

This risk assessment reflects and should be read in conjunction with government guidance

System of controls

This is the set of actions schools must take:

1. Ensure good hygiene for everyone
2. Maintain appropriate cleaning regimes
3. Keep occupied spaces well ventilated
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19



Risk assessment

What are the risks?	Who is at risk and how could they be harmed?	What is done to reduce/ control the risks	What more can be done?	Action by whom?	Target date
Health and Safety within school					
<p>That an outbreak occurs within school. For most education and childcare settings, these include:</p> <ul style="list-style-type: none"> a higher than previously experienced and/or rapidly increasing number of staff or student absences due to COVID-19 infection evidence of severe disease due to COVID-19, for example if a pupil, student, child or staff member is admitted to hospital due to COVID-19 a cluster of cases where there are concerns about the health needs of vulnerable staff or students within the affected group 	<p>ff, pupils, parents/ carers, community could become infected/ pass virus on</p>	<ul style="list-style-type: none"> The school has its own Outbreak Management Plan in place which covers the possible actions that may be required in the case of an outbreak When the thresholds are reached, education and childcare settings should review and reinforce the hygiene and ventilation measures they already have in place. There is more detail on these in Annex A and in the guidance for each sector. Settings should consider whether to seek additional public health advice if they have met the thresholds set out above and are considering additional measures, either by phoning the DfE helpline (0800 046 8687) or in line with other local arrangements. A director of public health, their team, or a HPT may give settings advice on whether to take extra action, reflecting the local situation. If they judge that additional action should be taken, they might advise the setting to take some or all of the other measures described in this document, for example, extra testing. All settings should make sure their contingency plans cover how they would operate if any of the measures described were recommended for their setting or area. 	<p>Link to school Outbreak Management Plan</p>	<p>Senior leaders</p>	<p>Ongoing</p>

That there are insufficient hygiene standards to keep staff/pupils safe	Staff, pupils, parents/ carers, community could become infected/ pass virus on	<ul style="list-style-type: none"> ● Frequent and thorough hand cleaning should now be regular practice. The school will continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser ● The school will put in place and maintain an appropriate cleaning schedule which should include regular cleaning of areas and equipment (for example, twice a day), with a particular focus on frequently touched surfaces e.g. door handles/ door push plates/ light switches/ stair bannisters/ window handles/ door release buttons/ taps/ toilet handles/ desks and chairs/ photocopiers/ tables/ counter tops/ computers including mouse and keyboard/ telephones/ toilets/ sinks ● Lidded pedal bins provided in each room emptied regularly and contents disposed of safely ● The 'catch it, bin it, kill it' approach continues to be very important ● Use standard cleaning products to clean 	<ul style="list-style-type: none"> ● The e-Bug COVID-19 website (see link) contains free resources, including materials to encourage good hand and respiratory hygiene ● Each room in use can be equipped with gloves, sanitising spray and cloth allowing staff to re-sanitise surfaces/ resources/ specialist SEND equipment and hence reduce risk to themselves/ children ● Log of cleaning toilets and surfaces can be kept ● For further information on cleaning requirements, see link 	School leaders	Ongoing
That particular characteristics of EYFS increase risk	ff, pupils, parents/ carers, community could become infected/ pass virus on	<ul style="list-style-type: none"> ● Toys to be cleaned regularly. ● Staff should follow their normal practice when changing nappies and caring for babies more generally, provided the child is not showing symptoms of coronavirus (COVID-19). This includes continuing to use the PPE that they would normally wear in these situations, for example, aprons and gloves. 	<ul style="list-style-type: none"> ● Use technology/ phone/ social media to keep parents in touch with children's progress in settling in, rather than allowing parents into setting 	School leaders	Ongoing
That children/ parents are not able to socially distance when they visit School Office	ff, pupils, parents/ carers, community could become infected/ pass virus on	<ul style="list-style-type: none"> ● Sign (with translations) to be displayed outside school reception doors to communicate to parents that all issues that can be dealt with over the phone, should be 		School leaders	Ongoing
That children/ staff will not be able to socially distance in classrooms	ff, pupils, parents/ carers, community could become infected/ pass virus on	<ul style="list-style-type: none"> ● Staff to try wherever practical to stay 2m apart from children and other adults at all times. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. ● Where possible, children to use same desk each day and sit side by side and facing forwards ● Consider timing of training to encourage staff to access from home 		School leaders	Ongoing

<p>That occupied spaces are not well ventilated</p>	<p>ff, pupils, parents/ carers, community could become infected/ pass virus on</p>	<ul style="list-style-type: none"> ● Any poorly ventilated spaces have been identified and steps taken to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example school plays ● In cooler weather, windows (high level in preference to low level to reduce draughts) should be opened just enough to provide constant background ventilation, and opened more fully when rooms are unoccupied to purge the air in the space. Opening internal doors can also assist with creating a throughput of air ● If necessary, external opening doors may also be used (where safe to do so) ● Fire doors should normally be closed; however, where; <ul style="list-style-type: none"> ○ areas are occupied; and ○ providing staff are briefed to only keep open whilst area/ vicinity is in use; and ○ there is robust monitoring on procedures; ○ the Fire Risk Assessment is amended; and ○ records of briefing to staff are maintained, then fire doors can be kept open to improve ventilation ● The need for increased ventilation while maintaining a comfortable temperature needs to be balanced 	<ul style="list-style-type: none"> ● More flexibility can be given to allow additional, suitable indoor clothing ● Furniture can be rearranged where possible to avoid direct draughts ● Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces ● Limit large gatherings e.g. assemblies, events, large staff meetings ● More information can be found in this link ● Government guidance states that office workers who can work from home should do so. However, the advice also includes the expectation that all education settings continue to provide face-to-face teaching, and that staff should continue to attend their place of work if required in order to deliver this. Consideration can be given to whether any school staff can work from home without adversely impacting on this requirement 	<p>School leaders</p>	<p>Ongoing</p>
<p>That a child deliberately disobeys rules on protective measures</p>	<p>ff, pupils could become infected/ pass virus on</p>	<ul style="list-style-type: none"> ● School behaviour procedures should be followed at all times ● If a child deliberately behaves in a way that is deemed to put others at risk of infection, appropriate consequences (using the school's sanctions and rewards system) should be used ● The disciplinary powers that schools currently have, including exclusion, remain in place 		<p>School leaders</p>	<p>Ongoing</p>

Health and Safety in the community

<p>That infection may be introduced into school by visitors</p>	<p>Staff, pupils, parents/ carers, community could become infected/ pass virus on</p>	<ul style="list-style-type: none"> • Supply staff and other temporary or peripatetic staff must follow the arrangements for managing and minimising risk based on the system of controls. They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking • Volunteers should adhere to the system of controls in place • Lettings allowed to take place if risk assessment drawn up in line with government guidelines and agreed 	<ul style="list-style-type: none"> • Minimise number of temporary staff and visitors entering school • Alternative options to face to face interviews offered where possible when recruiting. For further information on conducting remote interviews, see link and link • Visitors to be required to complete a health declaration form confirming they do not have any symptoms, nor have they been with anyone who is symptomatic 	<p>School leaders</p>	<p>Ongoing</p>
<p>That any essential contractors, including those who deliver food, do not follow social distancing requirements</p>	<p>ff, pupils, parents/ carers, community/ contractors could become infected/ pass virus on</p>	<ul style="list-style-type: none"> • Before entering site, contractors given information as to how they may access the premises and what precautions are expected of them while they are on site • Any regular on-site contractors (cleaners/ catering staff) made aware of the school's control measures and ways of working 	<ul style="list-style-type: none"> • Contractors can be required to complete a health declaration form confirming they do not have any symptoms, nor have they been with anyone who is symptomatic 	<p>School leaders/ Central Team</p>	<p>Ongoing</p>

<p>That infection may be passed between home/ and school</p>	<p>Pupils, parents/ carers, community could become infected/ pass virus on</p>	<ul style="list-style-type: none"> ● Adults with the symptoms of a respiratory infection, and who have a high temperature or feel unwell, should try to stay at home and avoid contact with other people until they feel well enough to resume normal activities and they no longer have a high temperature ● Children who are unwell and have a high temperature should stay at home and avoid contact with other people. They can go back to school, college or childcare when they no longer have a high temperature, and they are well enough to attend ● Adults with a positive COVID-19 test result should try to stay at home and avoid contact with other people for 5 days, which is when they are most infectious. For children and young people aged 18 and under, the advice will be 3 days ● The Government has stated that adults and children who test positive continue to be advised to stay at home and avoid contact with other people for at least 5 full days, and then continue to follow the guidance until they have received 2 negative test results on consecutive days. This applies regardless of vaccination status. ● Such individuals who end their isolation before 10 days are up are strongly advised to limit close contact with people outside their households and to limit contact with anyone at higher risk of severe illness ● Pupils, staff and other adults must continue to follow the latest COVID-19 testing and quarantine rules if they have travelled abroad (see link) 	<ul style="list-style-type: none"> ● Follow link for further advice on what to do ● Hand sanitiser dispensers in place at all entries/ exits ● To avoid needing to support children when changing for PE, children come to school in their kit on PE days 	<p>School leaders</p>	<p>Ongoing</p>
<p>That children/ parents are not able to socially distance when they arrive at/ leave school</p>	<p>ff, pupils, parents/ carers, community could become infected/ pass virus on</p>	<ul style="list-style-type: none"> ● Use outside doors into classrooms wherever possible 	<ul style="list-style-type: none"> ● Staggered start and finish time ● Sign on gates to remind everyone to socially distance whilst waiting to enter school grounds and entry points/ exit points monitored by school leaders ● Discourage parents from gathering at school gates to talk to each other 	<p>School leaders</p>	<p>Ongoing</p>

That educational visits increase the risk of infection	ff, pupils, parents/ carers, community could become infected/ pass virus on	<ul style="list-style-type: none"> • Educational day visits can take place in line with government guidance/ a full risk assessment being in place • UK overnight visits are allowed in line with government guidance/ a full risk assessment being in place • Transition/ open days can go ahead in line with the school's system of controls/ a full risk assessment being in place 	<ul style="list-style-type: none"> • General guidance about educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP) 	School leaders	Ongoing
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Potential and confirmed cases

That staff/ children show symptoms of coronavirus whilst in school	ff, pupils, parents/ carers, community could become infected/ pass virus on	<ul style="list-style-type: none"> ● Pupils, staff and other adults are advised not to come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine) ● If anyone in the school develops COVID-19 symptoms (see link), however mild, they will be advised to return home and will need to follow public health advice. For further information on what to do when an individual develops COVID-19 symptoms or has a positive test, see link ● As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to ● Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people ● If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the use of PPE in education, childcare and children's social care settings guidance. Any rooms they use should be cleaned after they have left ● If the child/ adult needs to go to the toilet - use a separate bathroom and clean thoroughly and disinfect using standard cleaning products after use ● For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household. ● In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. ● If this is not possible, alternative arrangements may need to be organised by the school. They may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or 	<ul style="list-style-type: none"> ● If staffing levels due to illness become unsafe, decision to close school would be made by Trust Board Chair's Action, in consultation with the local public health team ● For further information about cleaning requirements in the case of a child/ staff member presenting with symptoms, see link ● Settings should consider whether individuals in their setting (taking account of factors such as known vulnerability) need to be informed of a positive case. ● When informing individuals of a positive case, the setting should do their best not to disclose any information that could result in an individual being identified. ● Settings may make their own decisions on how they wish to communicate the information but should ensure that an arrangement for regular updates is in place 	School leaders	Ongoing
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		<p>is displaying symptoms</p> <ul style="list-style-type: none"> ● In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with COVID-19. Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice ● If someone with symptoms tests negative for coronavirus, then they should stay at home until they are recovered as usual from their illness but can safely return thereafter ● LFD test kits for primary aged children are available through the following link: Order coronavirus (COVID-19) rapid lateral flow tests ● The school should not close except on the advice of health protection teams 			
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That a staff member/parent/ carer sues the Trust over contracting COVID-19	Trust's financial security/ reputation	<ul style="list-style-type: none"> ● Comprehensive risk assessment prepared for each school and shared with stakeholders ● RPA (government school insurance scheme) has confirmed that it will indemnify members if a case is brought by a third party (including pupils) or employees ● Trust has a legal Service Level Agreement 		Exec Team	Ongoing
Staff					
That staff may feel too anxious to come into school	Sufficient staff available to allow school to open safely	<ul style="list-style-type: none"> ● School leaders are best placed to determine the workforce required to meet the needs of their pupils. ● Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. ● Employers should be able to explain the measures they have in place to keep CEV staff safe at work. The Health and Safety Executive (HSE) has published guidance on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace ● Details of Education Support Partnership, which provides a free helpline for school staff and targeted support for mental health and wellbeing, shared with staff (Tel: 08000 562561) ● Staff to be regularly reminded that they should share any concerns with SLT and, if they feel unable to do this, to escalate concerns based on Whistleblowing policy (escalation process from policy displayed in all staff rooms) 	<ul style="list-style-type: none"> ● Further information can be found in the guidance on protecting people who are CEV from COVID-19 ● For further information re clinically extremely vulnerable and extremely vulnerable staff, see link and link ● Individual risk assessments to be agreed and put in place where deemed necessary ● See further information on advice for pregnant employees in link ● Heads to discuss with staff who are anxious about using public transport whether a different start time is possible ● For information about the extra mental health support for pupils and teachers and Wellbeing for Education return programme see link and link respectively ● For further information re staff who may be at additional risk see link ● Staff who are anxious and feel they are in a higher risk group can choose to wear PPE 	School leaders	Ongoing

That there is a breakdown in staff relationships due to the perceived unfairness of work duties	ff relationships break down	<ul style="list-style-type: none"> The expectation is that those staff not attending school who are still able to work should do so from home where possible 		School leaders	Ongoing
That staff working with high risk children may be more at risk	ff could become infected	<ul style="list-style-type: none"> Staff in this situation to be provided with appropriate PPE (including visor/ liquid repelling mask/ apron/ gloves) Individual risk assessments/ behaviour support plans in place as appropriate 		School leaders	Ongoing

Remote learning

That children needing to self-isolate may miss out on their education	Children's education could suffer	<ul style="list-style-type: none"> Schools should maintain a capability to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible. Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID 19. The school will maintain its capacity to deliver high quality remote education for the next academic year, including for pupils who are abroad, and facing challenges to return due to COVID 19 travel restrictions, for the period they are abroad. The remote education provided should be equivalent in length to the core teaching pupils would receive in school and include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. Technology provided to children without access If no technical alternative available, printed workbooks provided to children without access The school will work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education. Full expectations for remote education, support and resources can be found on the get help with remote education service. FSM support should continue to be provided for children who are eligible and are learning at home during term time 	<ul style="list-style-type: none"> Pastoral support should be provided to pupils who are: <ul style="list-style-type: none"> self isolating shielding vulnerable 	School leaders	Ongoing
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That children may not be kept safe online	Safeguarding issue could arise	<ul style="list-style-type: none"> ● Ivy Online teaching risk assessment in place ● The statutory guidance 'Keeping Children Safe in Education' provides the information on what should be done to protect pupils online 	<ul style="list-style-type: none"> ● Further guidance to help schools and teachers support pupils' remote education during coronavirus is available on link 	School leaders	Ongoing
Attendance					
That parents/ carers may be anxious about letting their children come to school and therefore will not send them	pils who need to be in school could miss out on vital learning	<ul style="list-style-type: none"> ● The usual rules on school attendance apply, including: <ul style="list-style-type: none"> ○ Parents' duty to secure their child's regular attendance at school ○ The ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct ● All clinically extremely vulnerable (CEV) children should attend their education setting unless they are one of the very small number of children under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend ● Latest school specific risk assessment is shared with all parents/ carers via school website 	<ul style="list-style-type: none"> ● Refer parents to guidelines for travelling to and from school. (For further information see link) ● Where pupils unable to attend school due to public health advice, remote learning will be made available ● Where the school is able to, remote education should be provided for pupils who are abroad ● To support families who will need additional help to secure pupils' regular attendance, schools can use the additional catch-up funding that has been provided, as well as existing pastoral and support services, attendance staff and pupil premium funding 	School leaders	Ongoing
That attendance will be impacted by absences due to coronavirus	School's attendance figures could be adversely impacted	<ul style="list-style-type: none"> ● Guidance about the use of codes is provided in the school attendance guidance. 		School leaders	Ongoing

<p>That parents choose to educate their children at home (Elective Home Education 'EHE')</p>	<p>Pupils' education and welfare could suffer</p>	<ul style="list-style-type: none"> ● Schools should consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school. ● If it is felt that there is additional cause for concern, schools should follow their safeguarding policy and refer this to the Designated Safeguarding Lead ('DSL') who will then consider making a referral to the local authority in line with existing procedures. This should happen as soon as a school becomes aware of a parent's intention, or decision, to home educate. ● Schools should work with local authorities and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child. 	<ul style="list-style-type: none"> ● Schools can direct parents to the advice on understanding what EHE is (see link). Schools are not required to provide any support to parents that have withdrawn their child for EHE. Support provided by Local Authorities is discretionary, including support for a child's special educational needs. 	<p>School leaders</p>	<p>Ongoing</p>
<p>Pupil welfare</p>					
<p>That vulnerable children could be inadequately protected if not in school</p>	<p>Pupils' education and welfare could suffer</p>	<ul style="list-style-type: none"> ● Government guidance defines vulnerable children as follows: <ul style="list-style-type: none"> ○ Children of key workers ○ Children with a social worker ○ Children with an EHCP ○ Children who have been known to children's social care services in the past ○ Children whose circumstances may be particularly challenging because of domestic abuse, parental offending, adult mental health issues and drug and alcohol addiction ○ Children who are considered by schools or councils to be otherwise vulnerable ● Such children should be prioritised for face to face learning should schools have to partially close 		<p>School leaders</p>	<p>Ongoing</p>

That pupils mental wellbeing could be impacted	pils experience mental health issues	<ul style="list-style-type: none"> • Consideration given to the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> ○ Support social engagement ○ Address and equip pupils to respond to issues linked to coronavirus (COVID-19) ○ Support pupils with approaches to improving their physical and mental wellbeing • Provision of more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible • Consideration given to the support needs of particular groups they are already aware need additional help (for example, children in need) • Information given to parents and pupils so that they are aware of who in the school to contact if they have a new concern about mental health and wellbeing 	<ul style="list-style-type: none"> • For further guidance, see link and link 	School leaders	Ongoing
Impact on normal school operations					
That other policies/ procedures may not be appropriate due to changes in arrangements	Staff/ pupils could become infected/ pass virus on	<ul style="list-style-type: none"> • Any relevant Trust policies/ school procedures regularly reviewed to ensure they are still appropriate. If not, add an addendum stating what temporary new policy/ procedure should be 	<ul style="list-style-type: none"> • Communication with parents to outline any changes to policies due to Covid 19 guidelines 	School leaders	Ongoing
That changes in staff roles may impact on normal school operations	The education of children/ staff wellbeing could be adversely affected	<ul style="list-style-type: none"> • Any proposed changes in role or responsibility should be discussed and agreed with members of staff, ensuring staff members have the appropriate skills, expertise and experience to carry out the work, and all appropriate checks are made if they are engaging in regulated activity • This includes making sure that for any interventions or care for pupils with complex needs: <ul style="list-style-type: none"> ○ Safe ratios are met ○ Specific training is undertaken • Staff who are not teachers may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher 	<ul style="list-style-type: none"> • If, having pursued all the immediate options available, there are still concerns about staffing capacity, advice will be sought from the Executive Team 	School leaders	Ongoing

That wraparound provision and extra-curricular activity is adversely impacted	Schools are unable to offer extended school facilities	<ul style="list-style-type: none"> ● Wraparound provision and extra-curricular activities can take place, following the control measures that apply to the school as a whole ● If schools hire out their premises for use by external wraparound childcare providers, such as after-school or holiday clubs, they must make sure these organisations have: <ul style="list-style-type: none"> ○ considered the relevant government guidance for their sector ○ put in place protective measures 		School leaders	Ongoing
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School signature	B. Statham
date	1.4.22
Review date	09/2022

Escalation contact details

<p>Dedicated advice service for all schools DfE Helpline 0800 046 8687 available to answer questions relating to COVID-19 Mon - Fri 8am to 6pm; Sat and Sun 10am to 4pm Coronavirus Response Cell Telephone: 0300 303 0450 or email LCRC@phe.gov.uk</p>	
Enfield schools	Herts schools
Enfield LA: corona.virus@enfield.gov.uk North West London Health Protection Team, UK Health Security Agency, 61 Colindale Avenue, London, NW9 5EQ phe.nlw@nhs.net	Herts CC: COVID.EYSEducation@hertfordshire.gov.uk East of England Health Protection Team: <i>Either contact</i> UK Health Security Agency, Suite 1 First Floor Nexus, Harlow Innovation

Phone: 020 3326 1658

Out of hours advice: 01895 238 282

Park, London Road, Harlow, Essex, CM17 9LX

or

East of England Health Protection Team (Norfolk), UK Health Security Agency, The Mildenhall Hub, Sheldrick Way, Mildenhall, Bury St Edmunds, Suffolk, IP28 7JX

eastofenglandhpt@phe.gov.uk

Phone: 0300 303 8537

Out of hours for health professionals only: 01603 481 221

Email for PII: phe.eoehpt@nhs.net

Links to government guidance used

1. [What to do if you have coronavirus \(COVID-19\) or symptoms of COVID-19 - NHS](#)
2. [Early years and childcare: coronavirus \(COVID-19\) - GOV.UK](#)
3. [Symptoms of coronavirus \(COVID-19\)](#)
4. [Guidance for schools: coronavirus \(COVID-19\) - GOV.UK](#)
5. [5 steps to working safely - Working safely during coronavirus \(COVID-19\) - Guidance - GOV.UK](#)
6. [COVID-19: cleaning in non-healthcare settings outside the home - GOV.UK](#)
7. [Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK](#)
8. [Use of PPE in education, childcare and children's social care](#)
9. [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)
10. [First aid during the coronavirus \(COVID-19\) pandemic](#)
11. [Contingency Framework – implementation guidance](#)
12. [Supporting pupils at school with medical conditions](#)
13. [Extra mental health support for pupils and teachers](#)
14. [Wellbeing for education return grant: S31 grant determination letter](#)
15. [Home | MindEd Resilience Hub](#)
16. [Recruiting during lockdown? How we did it - Teaching](#)
17. [Attending your first remote interview - Teaching](#)
18. [Providing school meals during the coronavirus \(COVID-19\) outbreak](#)
19. [Grassroots sports guidance for safe provision including team sport, contact combat sport and organised sports events](#)
20. [Ventilation and air conditioning during the coronavirus \(COVID-19\) pandemic](#)
21. [Home Coronavirus \(COVID-19\): advice for pregnant employees](#)
22. [Coronavirus infection and pregnancy \(rcog.org.uk\)](#)
23. [People at higher risk from coronavirus \(COVID-19\)](#)

24. [Safeguarding and remote education during coronavirus](#)
25. [SEND](#)
26. [All you need to know about home-schooling and elective home education \(EHE\) - Education in the media](#)
27. [Performing arts - Working safely during coronavirus \(COVID-19\) - Guidance](#)