

## Guidance document to support schools in forming their approach to social distancing

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**1.1 Aim:** to clarify an approach to social distancing in school.

**2.1 Rationale:** due to current circumstances in society with covid-19. This guidance is to help schools decide how to respond to government guidance published up to 6th July 2020.

**3.1 Official advice:** This guidance is based upon the key information from the Government and DFE advice. Unless stated otherwise, quotations are sourced from here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

The following comments by Government are central to this guidance from 2<sup>nd</sup> July 2020: *“Ideally, adults should maintain 2 metres distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when*

*circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.”*

There are a number of principles that government advice highlights:

1. schools will be asked to minimise the number of contacts that a pupil has during the school day
2. school leaders to put in place proportionate protective measures for children and staff, which also ensure that all pupils receive a high-quality education
3. every school will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education.

Government advice also highlights the following protective measures:

- schools should thoroughly review their health and safety risk assessments
- schools should not put in place rotas.
- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- 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

Further information is on the DFE website:

<https://www.gov.uk/coronavirus/education-and-childcare>

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

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>

<https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

**4.1 Education of children:** it is key that all returning children receive practical advice on the first day within the first hour as they arrive in school as to what social distancing means in this school and how it will be implemented in school. This will be key for those children who have not had to experience changes previously implemented in school and have not attended at all since the initial partial closures of schools.

This may involve children being walked around the school and practising certain times of the day and their maintenance of social distancing.

All staff are to reinforce these messages.

**5.1 Staff induction:** all staff have training in what is expected of the children. Key messages are shared and reinforced by leaders to staff during INSET/training.

### **6.1 Prevention – minimise contact with individuals who are unwell**

Leaders and staff will ensure that parents understand that those pupils who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.

Leaders will ask staff who have helped someone with symptoms and any pupils who have been in close contact with them to NOT go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace.

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 with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the **COVID-19: cleaning of non-healthcare settings guidance**.

Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

Leaders will ensure that the following guidance is followed:

Pupils, staff and other adults do not come into the school if they have *coronavirus (COVID-19) symptoms*, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.

If anyone in the school becomes unwell with a new, continuous 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 '*stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection*', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.

### **6.2 How to Protect yourself and others:** Staff and pupils must:

- wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.
- clean your hands regularly.
- wash your hands with soap and water often and dry them thoroughly – do this for at least 20 seconds
- use hand sanitiser gel if soap and water are not available
- always wash your hands when you get home or into work
- cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze
- put used tissues in the bin straight away and wash your hands afterwards
- try to avoid close contact with people who are unwell
- Encourage children to sing "Happy Birthday" twice, to encourage them to wash their hands thoroughly
- Do not touch your eyes, nose or mouth if your hands are not clean
- Use DfE: guidance on hand cleaning

Visit [www.nhs.uk/conditions/coronavirus-covid-19](https://www.nhs.uk/conditions/coronavirus-covid-19) for further details.

**6.3 Clean hands thoroughly more often than usual** – upon children starting back in school, staff are to model how the children should wash their hands using soap/gel in the method taken from World Health Organisation (displayed around school).

This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating, plus after sneezing coughing, as a suggested minimum. Regular and thorough hand cleaning is going to be needed for the foreseeable future.

Points to consider:

- supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative
- building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them

**6.4 Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach**

The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and closed top bins available in the school to support pupils and staff to follow this routine.

**6.5 Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach**

School has put in place a cleaning schedule that ensures cleaning is generally enhanced and includes:

- more frequent cleaning of rooms / shared areas that are used by different groups
- frequently touched surfaces being cleaned more often than normal
- ensured toilets will be cleaned regularly and pupils will be encouraged to clean their hands thoroughly after using the toilet

**6.6 Minimise contact between individuals and maintain social distancing wherever possible**

*Guidance: When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.*

School will do everything possible to minimise contacts and mixing between people to reduce transmission of coronavirus (COVID-19).

School will operate class-sized bubbles for the most part. However, there may be times when small group interventions are run with children from different classes if they cannot all be drawn from one class. These groups will be kept consistent and small.

Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. School will limit interaction, sharing of rooms and social spaces between groups as much as possible.

**7.1 Entry in and out of school:** *Guidance: Subject to travel patterns... 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.*

Schools cannot be responsible for parents and children practising social distancing off the school premises, whilst they are waiting for the school day to start or end. Only one parent is allowed to drop off or collect their child, as per government direction.

Parents will be messaged about social distancing outside school and signage provided to parents (if necessary) reminding them of the current government guidance (N.B. schools will not be expected or able to monitor or regulate social distancing of parents beyond the school boundaries).

The government guidance clarifies that leaders need to: 'remind them (parents) about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.'

School will have different entry times in to the school site, to alleviate pressure on main entrances. School will stagger the entry and leaving times so that there is less congestion. This will be:

<b>Year Group</b>	<b>Entry time</b>	<b>Exit time</b>	<b>Drop off gate</b>	<b>Collection gate</b>	<b>Gate Key *see map</b>
Nursery	8.45	3.00	Enter through nursery gate and wait on nursery playground	Nursery gate and wait on nursery playground	A
Reception	8.50	3.15	Enter through Shelsley Avenue gate and drop off in Reception play area	Same as drop off	B
Year 1	8.50	3.15	Enter through nursery gate and wait in Y1 outside area	Children will be dismissed to parents at nursery gate	A
Year 2	8.50	3.15	Enter through Shelsley Avenue gate and drop off in KS1 playground	Same as drop off	B
Year 3	8.50	3.15	Enter through Shelsley Avenue gate and drop off in KS2 playground	Same as drop off	B
Year 4	8.45	3.15	Children to enter at Wolverley Crescent gate. No parents to enter school site.	Children dismissed to parents from Wolverley gate. Parents not to enter.	C
Year 5	8.50	3.20	Children to enter at Wolverley Crescent gate. No parents to enter school site.	Parents wait at front gate outside school office (but not to enter school). Children will be dismissed to parents from the AstroTurf pitch.	Drop off at C. Pick up at D.
Year 6	9.00	3.30	Children to enter at Wolverley Crescent gate. No parents to enter school site.	Children dismissed to parents from Wolverley gate. Parents not to enter.	C

Children will enter straight into their classrooms to avoid lining up at the start of the day. However, on the first day, Year 3 and Year 4 will line up on markers in the playground to be guided to their new classrooms.

When leaving the school site, children will be dismissed a few at a time from the gate/classroom. These times will also be staggered.

**7.2 Removal of face coverings:** guidance: *Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice.*

Leaders may ask parents to remove face coverings of their children before entering school premises, or a member of staff wearing PPE gloves and apron may supervise from a distance. A closed bin will be provided on the entry to the site.

**8.1 Ratios of staff:** Guidance: *Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other.*

Government guidance indicates that staff are to maintain a two-metre distance from each other wherever possible. This may have implications for working in smaller rooms or in Early Years environments where ratios of staff may be higher. Leaders will remind staff to implement this as much as possible.

In offices, leaders will implement room organisation that enable staff to maintain an appropriate distance to each other e.g. spacing, screens.

**9.1 Corridors:** Guidance: *While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.*

In corridors, children and staff will walk on the left-hand side of the corridor according to the direction of travel. Electrical tape will indicate distances on the floor and/or indicate the centre of the corridor.

Fire evacuation procedures will be reviewed to ensure they still function safely in the light of any changes made and social distancing guidelines.

**10.1 Kitchens:** can continue to operate but the school will comply with guidance for food businesses on coronavirus (COVID-19). Only SIPS catering staff will be permitted to use the kitchen area) other than designated individuals in charge of preparing bagels for breakfast club. In this case, it must be thoroughly disinfected after use.

**11.1 School office:** the school office will be closed for face to face queries and entry on to the school site will be by appointment only.

The preferred method of contact will be by telephone calls, postal correspondence and electronic mail and these will continue to be responded to. Requests for forms will be undertaken via email and payment will be taken through Parent Pay.

**11.2 Staffrooms:** The use of staffrooms will need to be reviewed in the light of government guidance that says: *'Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.'* There will be a restriction of people accessing the staffroom to no more than 4 at a time. Staff encouraged to take breaks outside where possible.

**12.1 Assemblies:** guidance: *Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.* There should be no assemblies held at this time in communal halls. Virtual assemblies will be conducted.

**13.1 Teaching:** guidance - *Ideally, adults should maintain 2 metres distance from each other, and from children. We know that this is not always possible, particularly when working with younger*

*children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.*

*Desks will face forward wherever possible and secondary teachers are to remain two metres in front of the children at the front of the class. Primary teachers are to remain at the front whenever possible.*

The school feedback policy will be temporarily re-considered to comply with this guidance.

Where possible, children are not to be used for errands.

All children, but especially younger ones, should be trained to practise to aim to sit on the carpet at a distance from each other.

Further reinforcement of social distancing will be developed through apparatus around the school to support awareness e.g. tape on floor, flags on walls etc'.

Pupils will stay in one room for education throughout the day to minimise contact with other groups. Any transition between groups for the purposes of interventions for example, will be kept to a minimum and staff will supervise closely.

### **13.2 Specialist intervention groups:**

The school has made plans for specialist staff providing 1:1 support (e.g. as part of an EHCP) as follows:

- Staff wash hands before and after working with a pupil
- A space is identified for the intervention to take place, and set up with two separate desks placed a suitable distance apart
- All equipment needed for the child is set up in the space before the start of the session Staff go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom)
- The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way
- The intervention is provided at a distance
- After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil

### **13.3 Support staff providing interventions to a small group of pupils across more than one class**

- The school will review groups so that each small group receiving support is drawn from one class only wherever possible or from within one year group if this is the only option and then the year group will be treated as a bubble.
- Pupils from each class bubble will be allocated intervention time for either a morning or an afternoon session. Interventions will take place in an identified area, where the member of support staff will maintain a distance from the pupils.
- Pupils will bring all equipment they require with them to the intervention area. The area will be cleaned over lunch, before pupils from another bubble use the area. Staff will wash their hands between each group.
- Staff members working in this way will provide interventions across either KS1, lower KS2 or upper KS2: no member of staff will work across more than one (sub) phase.

### **AND**

Where a bubble is taught by a member of staff not working within the year group bubble, the group seating arrangements (including that of the staff member) will ensure distancing between the staff

member and the children. Staff and pupils will wash their hands prior to joining their group and after the session.

**13.4 Learning Resources:** guidance: *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. Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books.*

For younger children, the resources made available for child-initiated learning will be carefully considered. For example, malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances.

Toys and equipment will not be used by other groups if possible and as a minimum should be cleaned between use by different groups. Unnecessary items in classrooms should be removed and stored elsewhere in the school. Soft furnishings, toys and soft toys will be removed that cannot easily be cleaned every day.

Children and staff will be issued with their own pens and pencils to keep and re-use.

Children should not share equipment and will have their own copies of paperwork, books etc, whenever possible.

Children should not bring any further equipment than absolutely necessary (e.g. lunch boxes, hats, coats, books).

**13.5 Music teaching:** Guidance: *Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.*

Schools will consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.

**13.6 Physical Education:** guidance: *Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.*

*See guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport, plus advice from the Association for Physical Education and the Youth Sport Trust*

Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Physical Education will take place in large spaces and if in a smaller space, half the class will take it in turns while the other half wait.



Contact will be avoided between pupils.

**14.1 Toileting:** guidance: *'toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet'*.

Children are to be reminded not to enter the toilets when there are already the maximum number of children in there (individually marked on each door). They must wash their hands thoroughly.

Each bubble of children will have their own designated toilet to reduce the number of children mixing.

**15.1 Playtime:** guidance: *'Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).'*

No physical games are allowed that may involve physical contact.

Break times will be staggered, using different playgrounds, to allow numbers of children on to the playground safely. Children will remain in their class bubbles and will keep the agreed distance apart, wherever possible.

Entry in and out of the building should be staggered and pupils line up at the agreed distance between each pupil, using the markers.

Children should move to their line upon instruction from the teachers so that it is controlled and the agreed distance can be maintained when numerous children move. Children must maintain the distance when they enter the school.

Teachers are to manage children lining up when coming into class in the morning and from break times, in the order of back row to front row to ease movement into classrooms and avoid children having to pass each other once seated.

**16.1 Lunchtime:** dinners will be served in classrooms in order to keep children separate.

**17.1 Young Children:** It is recognised that children in Early Years will find social distancing more difficult and this will be a challenge. Changes in routines of 'free-play' may need to be reviewed depending upon the size of the unit. A toy (e.g. crocodile) could be used as a practical resource to aid the visualisation of maintaining distance. Children are to be encouraged to remain as far apart as possible.

Constant reminders should be issued by staff and will be modelled.

Some children, including young children and those with special educational needs, may be unable to follow social distancing guidelines, or require personal care support. In these circumstances, government indicates that staff need to increase their level of self-protection, such as minimising close contact (where appropriate), cleaning frequently touched surfaces, and carrying out more frequent handwashing.

**18.1 First Aid:** guidance: *Children, young people or learners who require first aid should continue to receive care in the same way. No additional PPE is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms. (from:*

*(<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid> )*

Staff should wear gloves when treating children for general first aid issues, as they would do normally. Leaders may recommend that exposure to bodily fluids also require the need for gloves, aprons and face coverings/masks.

Only one child should be allowed in the first aid area at a time. Cuts or grazes must be covered as soon as possible.

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

*says: if a child, young person or other learner becomes unwell with symptoms of coronavirus (COVID-19) while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.*

**19.1 Precautions – additional:** Children and staff wash their hands upon entry to school, before after eating, before and after lunchtimes and after coughing and sneezing.

When using computers, children should wipe down their own work station/laptop/ipad at the start and end of the session.

Additional sanitizer dispensers will be around school/classrooms where needed to enable regular cleaning of hands.

**20.1 Risk Assessments:** *guidance: School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure.*

In line with government guidance, school has carried out a risk assessment before opening. The assessment directly addresses risks associated with coronavirus (COVID-19), so that sensible measures can be put in place to control those risks for children and staff. This has been shared with staff and is available to view on the school website.

**21.1 Managing intimate care of children where social distancing is not possible (e.g. Special Schools, Pupil Referral Units and Focused Provisions)**

*Guidance: where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used. When working through the system of controls, APs should take steps to minimise social contact and mixing as far as is practicable. All APs, especially larger AP schools, should consider whether pupils can be placed into smaller groups and still receive a broad and balanced curriculum. Due to the smaller size of many AP settings, and because APs are not typically organised by year groups, APs may wish to adopt whole school bubbles as part of their system of control and in order to best meet the needs of their students.*

Separate guidance is available for early years, further education colleges and for special schools on the Dfe website.

**22.1 Health concerns - children:** *guidance: A child awaiting collection, should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.*

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.

School leaders will have due regard to individual children who have medical needs and consider how to ensure they maintain the agreed distance.

These children's medical plans may need to be reviewed to ensure that their safety can be maintained. This is particularly true of those with asthma or any condition identified as making them vulnerable to corona-virus.

Schools will identify a suitable room for anyone to wait in, if they display the symptoms of COVID-19 as mentioned above (Conference Room).

**22.2 Health concerns - staff:** *Guidance: PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.*

*Guidance: The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.*

Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test & Trace.

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 with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the *COVID-19: cleaning of non-healthcare settings guidance*.

The school will not routinely take the temperature of pupils as this is not recommended by Public Health England as this is an unreliable method for identifying coronavirus (COVID-19).

### **22.3 Health concerns - general.**

TO REPORT POSSIBLE COVID-19 CASES, PLEASE CONTACT PUBLIC HEALTH:

- by phone on 0344 225 3560 (Option 0 > Option 2) OR
- <https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2I>

For general advice in Sandwell contact: [PHCovid19\\_Enquiries@sandwell.gov.uk](mailto:PHCovid19_Enquiries@sandwell.gov.uk) (24/7)

**23.1 School uniforms** – *guidance: Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.*

Parents will be asked to ensure that school uniforms are cleaned and changed as per normal.

**24.1 Sharing and awareness** - this guidance will be shared with parents and the community via the school website. Implications for parents need to be communicated before the re-start of school through the school's communication system (e.g. email/text).