

Policy Title	Social Distancing Policy
Prepared by	Caroline Oliver - Regional Director, Safeguarding
Approved by and date	Operations Group acting under delegated authority from the Trust Board - June 2020
Application	With immediate effect and for the duration of the Covid-19 Public Health Emergency



SOCIAL DISTANCING POLICY

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Related policies and documents

- Government guidance regarding social distancing: [Staying Alert and Safe](#), [Staying Safe Outside Your Home](#), [Implementing Protective Measures in Education and Childcare Settings](#) and [Actions for education settings to prepare for wider opening from 1st June 2020](#)
- Published DfE and PHE guidance regarding the [use of Personal Protective Equipment \(PPE\)](#) in schools throughout the Covid-19 crisis
- Please refer to the [TEFAT PPE policy](#) which outlines protocols for school staff regarding the use of PPE during the intimate care of children and as part of the agreed response if any pupil or staff member becomes unwell while on site
- TEFAT [checklist for managing a symptomatic child](#)

Definitions

- Where the word 'Trust' is used in this document it refers to The Elliot Foundation Academies Trust.
- Where the word 'Principal' is used it refers to the school leader of an individual academy and/or federated academy within the Trust.

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Elliot Foundation Academies Trust Values

Values

1. Put children first

- a. We trust and value your professionalism
- b. We share the responsibility for the learning and welfare of all of our children
- c. Our purpose is to improve the lives of children

2. Be safe

- a. Don't assume that someone else will do it
- b. Look after yourself, your colleagues and all children
- c. We are all responsible for each other's safety and well being
- d. Discuss any concerns with an appropriate member of staff

3. Be kind & respect all

- a. People are allowed to be different as are you
- b. Kindness creates the positive environment we all need to flourish
- c. This kindness should extend to ourselves as well as to others

4. Be open

- a. If you can see a better way, suggest it
- b. If someone else suggests a better way to you, consider it
- c. We exist to nurture innovators and support those who take informed risks in the interests of children

5. Forgive

- a. We all make mistakes
- b. Admit them, learn from them and move on

6. Make a difference

- a. Making the world a better place starts with you
- b. Model the behaviour that you would like to see from others

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1. Policy statement and objectives

To provide clear protocols for Principals and staff regarding implementing and adhering to social distancing guidance in school during the Covid-19 pandemic.

This document is operational from 8th June 2020 when TEFAT academies begin to reopen to more children in a phased manner and it may be subject to further amendments as the national and/or local situation changes.

2. Scope and principles

The policy and protocol outlines approaches regarding social distancing within TEFAT academies, reflecting the most up to date government guidance.

Government guidance notes that some children, including young children and those with special educational needs, may be unable to follow social distancing guidelines. In these circumstances, the guidance 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.

In all education settings therefore preventing the spread of coronavirus involves dealing with direct and indirect transmission. A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls or measures that, when implemented, creates an inherently safer environment, where the risk of transmission of infection is substantially reduced. These include:

- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school
- Cleaning hands more often than usual (upon entry to school, after coughing or sneezing, after going to the toilet, before and after lunchtimes and before leaving school) and washing thoroughly for 20 seconds with running water and soap and drying them thoroughly or using sanitiser and ensuring that all parts of the hands are covered.
- Ensuring good respiratory hygiene promoting the 'catch it, bin it, kill it' approach
- Cleaning frequently touched surfaces
- Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

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3. Approaches to support the wider reopening of schools

Prior to children returning in greater numbers all academies will complete a TEFAT risk assessment and supporting documentation and put in place strategies to:

- Ensure children are in small groups or 'bubbles' with consistent adults for each bubble
- Ensure that each bubble maintains a 2m distance from other bubbles with sole occupancy of identified areas across the school site
- Ensure that there are no assemblies or wider whole school gatherings. Ensure that no physical games are allowed that may involve physical contact
- Ensure sensible safe movement around the building for each bubble utilising outdoor space wherever possible and being particularly mindful of reducing 'pinch points'
- Ensure that classrooms are reorganised to ensure desks and/or children are 2 metres apart, that soft toys and toys with intricate parts or that are otherwise hard to clean have been removed and that indoor spaces are well ventilated
- Ensure effective use of flexible timetabling to ensure staggered arrival and departure times and staggered break and lunch arrangements
- Ensure consideration of any adjustments needed to the curriculum to support children's well being, socialisation and mental health and to ensure that all understand the need for good hygiene. It is key that any group of children receive practical advice on the first day within the first hour as they arrive in school as to what social distancing means and how it will be implemented in school
- Ensure each classroom has access to a hygiene box and basic first aid equipment and that there are trained first aiders and paediatric first aiders on site each day
- Ensure that parents and carers are aware of the new expectations to support with social distancing and the importance of only one adult dropping and collecting children; of arriving punctually at agreed times and knowing how to contact the school to share information or raise concerns without the need to enter the school building. 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. Schools will not be expected or able to monitor or regulate social distancing of parents beyond the school boundaries

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- Ensure only essential contractors or visitors are allowed on the school site by prior agreement and that they are made aware of the social distancing requirements
- Ensure staff are aware that, where it is not possible to socially distance when on site, they must adhere to the hierarchy of control measures to reduce transmission risk

4. Supporting children where social distancing is not possible

- Children with special education needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines. It is imperative that schools conduct risk assessments to support these children
- In situations where it may not be possible to maintain social distancing, schools will need to review how staff are kept safe. In these circumstances, when there is a greater risk of air-borne contamination (such as when staff deliver intimate or personal care) PPE should be worn including face masks / visors (if necessary), gloves and apron
- If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they should continue to be supported as previously, including any existing routine use of PPE, and with reference to the school Behaviour Policy and Covid-19 Appendix
- Schools will need to carry out a risk assessment if it is deemed that a child or young person may not be able to follow social distancing instructions, to determine what mitigations need to be put in place and whether, in rare circumstances, they should stay at home. For those children with an EHCP or deemed vulnerable the expectation is that they should attend school unless a risk assessment concludes they will be safer at home
- School leaders should have due regard to individual children who have medical needs and consider how to ensure they maintain the two metre distance. These children's medical plans should 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

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