

Policy Title	<b>Social Distancing Policy - Feb 2021</b>
Prepared by	Caroline Oliver - Regional Director, Safeguarding
Approved by and date	Operations Group acting under delegated authority from the Trust Board - Jan 21
Application	With immediate effect and for the duration of the Covid-19 Public Health Emergency
Version	<b>3.0</b>



# SOCIAL DISTANCING POLICY

Amendments from v2.0 in red print

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## Related policies and documents

- Government guidance regarding social distancing: [National Lockdown Guidance](#), [Meeting With Others Safely](#)
- 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

## 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 during the Covid-19 pandemic.

This document is operational from 1st September 2020 when TEFAT academies open fully to all pupils and 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 [National Lockdown Guidance](#),

Schools should continue to regularly review their health and safety risk assessments regularly and ensure that local decision making reflects the government guidance regarding 'systems of control'. An essential measure that schools must take into account is how to support staff and pupils to *'reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable'*

## 3. Protective Measures within the classroom

Government guidance notes that for younger children the emphasis will be on separating groups and for older children it will be on distancing. Government guidance also 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.

A range of approaches and actions should be employed in school to prevent the spread of Covid-19 through direct and indirect transmission. 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:

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- Minimising contact with individuals and maintain social distancing where possible - *1m between pupils and 2m between the teacher and pupils and between adults in school where possible*
- Maintaining distinct 'bubbles' or groups that do not mix to ensure easy identification of those at risk following a positive case
- Minimising contact and mixing by altering, as much as possible, the environment such as classroom layout - *pupils to be forward facing, side by side and 1m apart, teacher to be 2m away from the pupils at the front of the class where possible*
- Ensuring the classroom and other shared areas are well ventilated and additional furniture/ resources are removed and stored
- Avoiding close face to face contact and minimise time spent within 1m of anyone where possible - *government guidance states: 'it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' education and care support should be provided as normal'*
- Limiting the amount of equipment pupils bring into school to essentials and ensure contact is minimised when accessing resources and equipment
- Ensuring pupils and staff have their own frequently used equipment for use in class, such as pens, pencils etc
- Classroom based resources, such as books and games can be shared within the bubble and should be cleaned regularly
- Ensuring resources that are shared between bubbles such as sports, art and science equipment should be cleaned regularly and meticulously or rotated to allow them to be unused for 48hours (72 hours for plastics) between bubbles
- 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, when returning from break times and lunchtimes, 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 - *ensure pupils with complex needs who will struggle with respiratory hygiene within risk assessments to ensure these pupils are supported to access education*
- Cleaning frequently touched surfaces throughout the day within bubbles and between bubbles in shared areas

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#### 4. Protective measures outside of the classroom

- Consider the timings of the school day to minimise contact between bubbles e.g. *staggered arrival and departure, break and lunch times*
- Minimise the interaction of 'bubbles' within school, including sharing of rooms and social spaces
- Avoid large gatherings such as assemblies or collective worship of more than one bubble
- Keep movement around the school to a minimum, allow time for staggered use of corridors, entrances, exits and lunchtimes (to enable time for cleaning surfaces between bubbles)
- Minimise the use of staff rooms and ensure staff are aware of the social distancing guidance between adults and adults and children
- **Recommend that adult visitors and staff wear a face covering when it is not possible to maintain social distancing, eg in communal areas**
- Utilise outdoor space as much as possible, ensuring 'pinch points' are avoided by carefully planning the use of shared areas
- 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
- Outside equipment such as playground equipment and resources for wrap around care providers should be frequently cleaned
- 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; wearing face coverings when delivering and collecting children 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 outside of 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*
- Ensure pupils are aware that face coverings must be removed upon arrival and disposed of in a lidded bin or placed in a plastic bag to take home - *pupils must be*

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*instructed to not touch the front of their face covering during use or when removing them*

- Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should minimise contact and maintain as much distance as possible from other staff and pupils - a record of all visitors must be kept
- Ensure only essential contractors or visitors are allowed on the school site by prior agreement, ideally these visits will be outside of school hours, and that they are made aware of the social distancing requirements - a record of all visitors must be kept
- 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

## 5. Supporting children with SEND

- Some children with special education needs may have difficulty in understanding 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 which are discussed with those staff who will be working directly with them. Teachers should work with SENCOs to plan support for transition and changes to routine, for example by using social stories or explanation videos
- Specialists, therapists, clinicians and other support staff for pupils with SEND should provide support as usual but must adhere to social distancing guidance
- Ongoing assessments and multi agency meetings regarding the provision for SEND must continue, alternatives for these to limit contact can be utilised such as google hangouts, video assessments etc to ensure effective provision and review of progress continues
- If a child routinely attends more than one setting on a part time basis, for example if they are dual registered at the school and at an alternative provision, schools should work through a system of controls collaboratively, enabling them to address and risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child
- 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

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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 with reference to the school Behaviour Policy
- School leaders should have due regard to individual children who have medical needs and ensure plans and risk assessments are regularly reviewed to mitigate risk of virus transmission
- Support for SENCos is available through regional and national networks within TEFAT