



St Bernadette Catholic Primary
School

*'Learning to grow in knowledge, faith & love through
friendship with Jesus and Mary'*

COVID 19 Toolkit January 2021

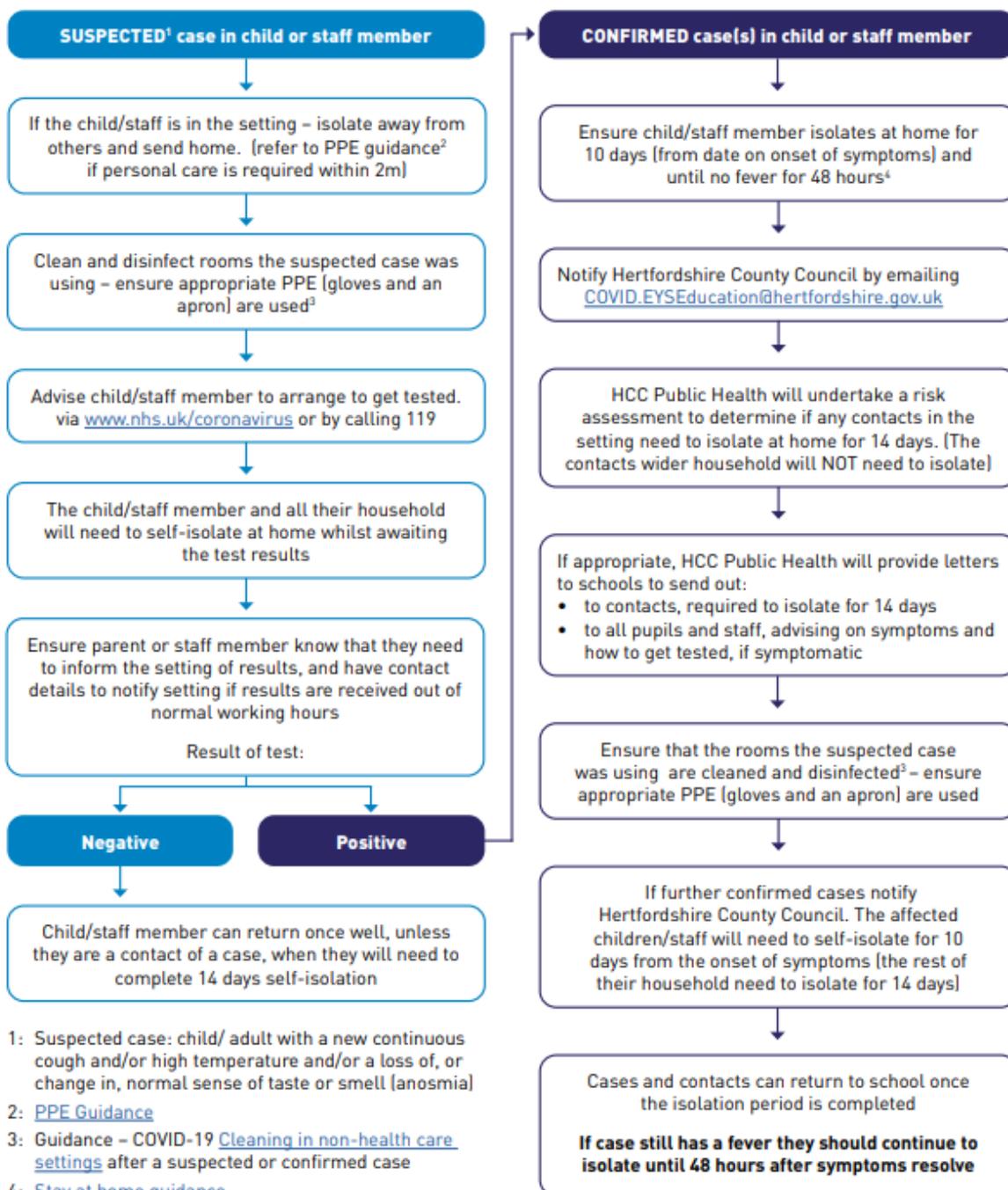
COVID 19 Toolkit

Resources to help prepare for staff self-isolation, partial or full-school closure due to COVID 19

Contents

Public Health management of COVID-19 cases flowchart	3
Communication	4
Information to collect from parents.....	4
Key Contacts – National, HCC & Diocesan	4
Key Roles and responsibilities in school	6
Key contacts to call in school.....	6
Prepared letters, texts and messages	7
Class/school closure arrangements.....	10
Clinically Vulnerable & Extremely Vulnerable staff.....	10
Free School Meal arrangements for self isolating ch or when a bubble is closed	10
Vulnerable children	10
Critical Worker Children (if arrangements are required)*	10
Class cover arrangements.....	10
Remote Education Arrangements	11
Planning ahead for remote learning.....	Error! Bookmark not defined.
Self-isolation/working from home GRAB BAGS.....	13
Support staff roles and responsibilities during remote education periods.....	14
Plans for working from home	15
APPENDIX.....	17
Template letter from PHE to Headteacher to send to parents of contacts	17
Template letter from PHE to Headteacher to send to parents – not direct contacts.....	19

Public Health management of COVID-19 in school settings



Communication

Information to collect from parents

When a parent or staff member contacts the school, please collect the following information from them:

1. Name, DOB
2. Date of onset of symptoms (and type of symptoms)
3. Date test – confirm its positive
4. Year group
5. When the staff member/student was last in school
6. Mode of transport to school
7. Confirm that siblings, family members and close contacts are self-isolating
8. In preparation for the call with the local public health team:
 - a. Ask whether the pupil/child/staff member attends any out of school activities (for example any after school or weekend sports, dance, music or art classes, any other classes, faith groups or youth clubs)
 - b. Ask about friendship groups for positive case

Key Contacts – National, HCC & Spiral

For Reporting	
HCC	<p>If you are reporting a positive case, someone from the local public health team will contact you to discuss who needs to self-isolate and agree next steps.</p> <p>Email the following information to COVID.EYSEducation@hertfordshire.gov.uk</p> <ol style="list-style-type: none"> 1. Name of school (in email heading) 2. Name of person to contact with phone number and email address 3. Confirm student or staff member that is positive (number of cases if more than one) 4. Date of onset of symptoms (and type of symptoms) 5. Date of positive test 6. When the student/staff member was last in school 7. Year group 8. Any specific issues or concerns
NHS Education	<p>0800 0468687</p> <ul style="list-style-type: none"> • option 1 for reporting • option 3 for general enquiries – this redirects you to the DfE coronavirus helpline below • option 4 for parents <p>You may be allocated a Covid Case Officer who will talk through the HCC/LA risk assessment on the phone. They will confirm your risk assessment and measures are appropriate and report this back to PHE.</p>
For general information & enquiries	
Tania Rawle (HCC)	07812322369 Tania.rawle@hertfordshire.gov.uk
Public Health England (PHE) Schools helpline	0300 303 8537
DfE Coronavirus helpline	0800 540 4903/0800 046 8687 option 3 For advice and information about Covid cases in schools

St Bernadette School Address: Walsingham Way, Herts, AL2 1NL		Tel: 01727 822489		URN No: 117489	
				DfE No: 919/3416	
Co-Head teachers	S.Lavelle-Murphy & J.Howard	Email	head@stbernadette.herts.sch.uk		
SBM	Jackie Caetano	Email	businessmanager@stbernadette.herts.sch.uk		
Finance Assistant	Fiona Fitzgerald	Email	admin@stbernadette.herts.sch.uk		

Care taker	Brozena Sadek	Email	caretaker@stbernadette.herts.sch.uk

Governing Body			
Chair of governors	Catherine Turton-Ryz	Email	gov.turton-ryz@stbernadette.herts.sch.uk
Vice Chair	Jane Williams	Email	gov.williams@stbernadette.herts.sch.uk
LA governor	Jon Salinger	Email	gov.salinger@stbernadette.herts.sch.uk
Foundation governor	Alison Pointu	Email	gov.pointu@stbernadette.herts.sch.uk
Foundation governor	Tony Ingram	Email	gov.ingram@stbernadette.herts.sch.uk
Associate member	Daniel Eyre	Email	gov.eyre@stbernadette.herts.sch.uk
Foundation governor	Charmaine Davies	Email	gov.davies@stbernadette.herts.sch.uk
Staff governor	Paula Bennett	Email	pbennett@stbernadette.herts.sch.uk
Foundation governor	Louise Allen	Email	gov.allen@stbernadette.herts.sch.uk
Parent governor	Joanne Young	Email	gov.jyoung@stbernadette.herts.sch.uk
Associate member	Rita Young	Email	gov.ryoung@stbernadette.herts.sch.uk

Key Roles and responsibilities in school

Schools should plan in advance what aspect of organisation each key member of staff is responsible for.

Key Roles	Responsibilities
Co-Head teachers	Public Health England (PHE) contact HCC contact Support remote education arrangements
SBM	Communications to <ul style="list-style-type: none"> • Parents • Governors HR – vulnerable staff identified/redeployed as required Access laptop allocation to pupils
Mrs Fitzgerald	Communications to; Staff, volunteers & visitors due at school/classroom Inform After School Club– pupils absent & dates
Ms Hebert	Inform kitchen Update answerphone message Monitor the parents@ email
SEMH Lead – Ms Smith	Arrangements for vulnerable & FSM children (Discuss with Co-Head teachers)
Caretaker	Signage around school as required Access & security arrangements
Chair of Governors	Governor liaison, inc Clerk to Govs

Key contacts to call in school

Caterers	Contact HCL
After school Club	Contact Suzanne Langridge strongrootsafterschool@gmail.com
Music teachers	jonathan.pettifer@hertsmusicservice.org.uk
Breakfast club	Premier education

Prepared letters, texts and messages

The following generic texts provide drafts that can be personalised and adapted to match the circumstances

Group	Preferred method of contact
Pupils	Via teacher or parents
Parents / carers	Schoolcomms
Governors	Email or Governor hub
Extended services	Relevant SLT member

Communication 1	Closing a bubble/school during the school day
School Comms To parents	<p>We have been informed a member of our school community has tested positive for COVID-19. No children have been in contact with the person concerned/a small number of children have had limited contact with the person confirmed and we will be informing parents of the action they need to take individually/We have been advised by Public Health England that there is no requirement for any child or member of their family to self-isolate. We will be sending further advice and information about support later today.</p> <p>Please arrange to collect your child from the front/side/back gate at 11.00am.</p> <p>The Year x bubble has been closed for today, all other bubbles remain open as usual. We will inform parents of the arrangements for the Year x pupils later today.</p> <p>Please allow us time to contact all members of the school community by respecting the confidentiality of this information and not sharing this on social media.</p>
Email to govs & clerk	We have been informed of a positive Covid test. The following message has been sent to parents. We will update governors later in the day.
Answerphone	We are responding to a covid related situation please do not contact the school today unless your query is urgent. Please help by keeping our telephone lines clear for professionals.

Communication 2	Closing a bubble/school – close contacts
School Comms To parents	<p>We have been made aware of positive cases of Covid 19 in our school. Your child has been identified as a close contact. Attached is an important letter to provide health information and advice to all parents. Please read this carefully.</p> <p>Please allow us time to contact all members of the school community by respecting the confidentiality of this information and not sharing this on social media.</p>
Email to govs	We have been informed of a positive Covid test. The following message has been sent to parents. We will update governors later in the day.
Answerphone	We are responding to a covid related situation please do not contact the school today unless your query is urgent. Please help by keeping our telephone lines clear for professionals

Communication 3 Closing a bubble/school – Free School Meals pupils	
School Comms To parents	Your child is entitled to free school meals, please be aware these are the arrangements for Free School Meals whilst the school is closed.
Communication 4 Closing a bubble/school –Vulnerable pupils	
School Comms To parents	Individual telephone calls to parents
Communication 5 Closing a bubble/school – Critical Workers children - TBC	
School Comms To parents	We recognise that is important for critical workers to be able to work during this period of National crisis. If you are a critical worker and have no alternative childcare please complete the form attached to inform of us of your needs and we will contact you about the arrangements we are able to offer for your child, to enable you to work.
Communication 6 Closing a bubble/school – PHE Health information	
School Comms To parents	<p>Please find attached some important information from Public Health England.</p> <p>I will be writing to you again in the coming days but I want to reassure you that we have followed all the advice that we have been given and taken every step to ensure the health of staff and children. The year x will reopen to pupils on xxxx</p>

Template letters to send to parents and staff are attached as an appendix and are available at http://www.intra.thegrid.org.uk/info/coronavirus/key_documents.shtml The draft letters are prepared on school headed paper in advance.

These include

- Letter for parents of students with close contact
- Letter for staff with close contact
- Letter for parents of students not identified as close contact of positive case
- Letter for staff not identified as close contact of positive case

Communication 1 Rest of the school – not a direct contact	
School Comms To parents	<p>Dear Parents,</p> <p>We have been made aware of positive cases of Covid 19 in our school. We would like to reassure you that this only affects some children in the school and the school will continue as normal for all other children.</p> <p>Your child has not been identified as a close contact and we have been advised by Public Health England that there is no requirement for your child to self-isolate.</p> <p>Attached is an important letter to provide health information and advice to all parents. Please read this carefully.</p> <p>Please allow us time to contact all members of the school community by respecting the confidentiality of this information and not sharing this on social media.</p> <p>Please do not phone or contact the school today unless your contact is urgent.</p>

Communication 1 Whole school – end of the day	
School Newsletter	<p>Positive and reassuring tone. Explain events of the day, actions taken and reasons.</p> <p>Set out arrangements for next few days, manage expectations, signal changing situation, other changes possible.</p> <p>Reassure doing everything possible to ensure safety of all staff and children, difficult circumstances.</p> <p>Thank for ongoing co-operation and only contact school if urgent, when to expect next communication</p>

Communication 1 Staff meeting	
Staff meeting at the end of the day	<p>Part 1 – all staff; thank, inform and reassure</p> <p>Part 2 – teachers; set out arrangements and remote learning expectations</p>

Class/school closure arrangements

Schools should plan in advance who will be responsible for planning for specific groups of pupils and staff and what the arrangements might be, these draft plans can then be adapted on the day.

Group	Key preparation
Vulnerable staff	Ensure the school knows in advance which staff need to be redeployed and have contingency arrangements for if the risk is elevated
FSM arrangements	Know how many children this effects in each class Discuss contingency arrangements in advance with the school kitchen
Vulnerable children	Know how many children this effects in each class Discuss contingency arrangements in advance with class teachers & parents
Critical Worker ch	Know how many children this effects in each class Discuss contingency arrangements in advance with SLT
Class cover arrangements Immediate Short term Medium term	Shift the focus from class/year group bubbles with assigned staff. Think instead of the bubbles as being pupils only because staff can social distance so are able to be used more flexibly (like secondary schools) between bubbles. This adds capacity and flexibility to your plans

Clinically Vulnerable & Extremely Vulnerable staff

Schools need a list of all CV & CEV staff in school Identify what action needs to be taken for all staff when the risk is elevated	Led by Co-Head teachers
---	----------------------------

Free School Meal arrangements for self isolating ch or when a bubble is closed

Identify what the arrangements are for these children. Collect, deliver, vouchers.	Admin staff
--	-------------

Vulnerable children

These children will be contacted by the SEMH lead who will have previously discussed arrangements with the CO-Head teachers.	Led by – Co Head teachers
--	---------------------------

Critical Worker Children (if arrangements are required)*

An email will be sent and a questionnaire to determine who these children are so that where possible, arrangements can be made.	Led by – Co Head teachers & admin staff
---	---

Class cover arrangements

Immediate cover Arrangements - Either covered by a member of SLT or agency	SLT
Short term (1-2 days) Arrangements - Either covered by a member of SLT or agency	SLT
Medium-long term Arrangements – HLTA or agency depending on situation	SLT

Remote Education Arrangements

The DfE guidance is clear “where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, **we expect schools to have the capacity to offer immediate remote education**”.

The DfE expect that all schools will have an offer in place, which includes;

- selected on-line tools that are consistently used across the school to allow interaction, assessment and feedback
- arrangements for daily contact with teachers
- an offer that is of equal length to the school day

The school should plan different arrangements for different scenarios

Scenario	Possible arrangements	Resources required
Individual ch in self-isolation? A small group isolating	Teacher to assign work on google classroom that is in line with their daily teaching. Signpost to Oak Academy	MNP work books Pencil cases Class book if they are currently reading one for literacy Chromebook if they do not have access to a device
1 Bubble sent home	Teacher teaching from home on google classroom	MNP work books Pencil cases Class book if they are currently reading one for literacy Chromebook if they do not have access to a device
A teacher in self isolation	Teacher delivers the learning from home, class supervised by TA Planning is shared on google drive	Flip charts, visualisers at home Texts Mini whiteboards
Pupil access to digital devices	Parents to contact school to arrange the loan of a google Chromebook	An email was sent out asking parents to contact the school if they do not have access to a device. We have a list put together.

Agreed timetables and expectations across the week for different phases

TIMETABLE -Reception					
Timings	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 9.10	Log on to Tapestry to review work set for the day				
9.10 - 9.35	Literacy	Literacy	Literacy / Phonics	Literacy/ Phonics	Literacy / Phonics
9.35 - 10.00	Daily Reading	Daily Reading	Daily Reading	Daily Reading	Daily Reading
10.00-10.30	Child Initiated Play	Child Initiated Play	Child Initiated Play	Child Initiated Play	Child Initiated Play
10.30 - 10.45	MORNING BREAK				
10.45 - 11.25	Maths	Maths	Maths	Maths	Maths
11.25 - 12.00	EAD/CL/PSED	PD	EAD/PD	EAD/UW	RE
12.00 - 13.00	LUNCH BREAK				
1.15 - 2.00	Child Initiated Play	Child Initiated Play	Child Initiated Play	Child Initiated Play	Child Initiated Play
2.00-2.30	Daily Zoom with class teacher				
2.30 - 3.00	Submit work onto tapestry				
3.00 - 3.15	Assembly		Music Lesson		Assembly

TIMETABLE - Year 1					
Timings	Monday	Tuesday	Wednesday	Thursday	Friday
8.55 - 9.05	Log on to Tapestry to review work set for the day				
9.05 - 10.05	Literacy / Phonics	Literacy / Phonics	Literacy / Phonics	Literacy/ Phonics	Literacy / Phonics
10.05 - 10.30	Daily Reading	Daily Reading	Daily Reading	Daily Reading	Daily Reading
10.30 - 10.45	MORNING BREAK				
10.45 - 11.00	Handwriting	Spelling	Spelling	Spelling	Handwriting
11.00 - 12.00	Maths	Maths	Maths	Maths	Maths
12.00 - 13.00	LUNCH BREAK				
1.15 - 2.15	Geography / History	PE	RE	Art/DT	Science
2.15 - 2.30	AFTERNOON BREAK				
2.30 - 3.00	Daily Zoom with class teacher				
3.00 - 3.15	Assembly		Music lesson		Assembly

TIMETABLE - Year 2 - 6					
Timings	Monday	Tuesday	Wednesday	Thursday	Friday
8.55 - 9.45	GOOGLE MEET WITH CLASS TEACHER				
9.45 - 10.30	Literacy	Literacy	Literacy	Literacy	Literacy
10.30 - 10.45	MORNING BREAK				
10.45 - 11.00	Spelling	Spelling	Spelling	Spelling	Handwriting
11.00 - 12.00	Maths	Maths	Maths	Maths	Maths
12.00 - 13.00	LUNCH BREAK				
1.15 - 2.15	Geography / History	PE	RE	Science	Art / D&T
2.15 - 2.30	AFTERNOON BREAK				
2.30 - 3.00	Daily Reading	Daily Reading	Daily Reading	Daily Reading	Daily Reading
3.00 - 3.15	Assembly		Music Lesson - Youtube link		Assembly

What IT resources are required to deliver this offer? For staff and children?

IT Arrangements; staff & pupils	
Arrangements for devices for pupils	Schools need to know in advance which children have not got ready access to IT devices and plan how these will be provided. Admin staff will lead on this work
IT equipment readiness for staff to work at home	Schools need to think about having enough laptops setup & ready for staff to work from home.
Led by Admin staff	<ul style="list-style-type: none"> Staff have identified what additional ICT equipment they may need Which laptops identified? Info added to inventory?

Self-isolation/working from home GRAB BAGS

Staff who are well but required to self-isolate/work from home should ensure they have the essential tools with them to ensure they can work effectively. Possible resources may include;

Head teacher	<ul style="list-style-type: none"> IT equipment; laptop, screen, mouse, camera, iPad Login & passwords; Google drive, governor hub Hard copy of School Emergency Plan Staff contact details/emergency contact details (in case cannot access online) Building and gate keys Key folders & documents for current projects 		
Leadership Team	<ul style="list-style-type: none"> IT equipment; laptop screen, mouse, camera, iPad Login & passwords Staff contact details SEN folders Hard copy of School Emergency Plan 		
SBM	<ul style="list-style-type: none"> Staff contact details/emergency contact details (in case cannot access online) Login & passwords; Access, banking, SIMs Building and gate keys Contact details of contractors/visitors/deliveries Details to access school comms remotely Staff have access to online finance systems from home 		
DSPL	Contact numbers; families and professionals		
Teachers	<table border="0"> <tr> <td> <p>EYFS/KS1:</p> <ul style="list-style-type: none"> Logins/passwords Flipchart paper/Blutac Flip chart pens Whiteboard Whiteboard pens Maths resources/manipulatives Phonics sound cards Selection of story books iPad and charger (Laptop) Progression ladders Instructions for RM Unify MNP Text book/workbook (KS1) </td> <td> <p>KS2:</p> <ul style="list-style-type: none"> Logins/passwords Flipchart paper/Blutac Flip chart pens Whiteboard Whiteboard pens Selection of story books iPad and charger (Laptop) Maths manipulatives Progression ladders Instructions for RM Unify MNP Text book/workbook </td> </tr> </table>	<p>EYFS/KS1:</p> <ul style="list-style-type: none"> Logins/passwords Flipchart paper/Blutac Flip chart pens Whiteboard Whiteboard pens Maths resources/manipulatives Phonics sound cards Selection of story books iPad and charger (Laptop) Progression ladders Instructions for RM Unify MNP Text book/workbook (KS1) 	<p>KS2:</p> <ul style="list-style-type: none"> Logins/passwords Flipchart paper/Blutac Flip chart pens Whiteboard Whiteboard pens Selection of story books iPad and charger (Laptop) Maths manipulatives Progression ladders Instructions for RM Unify MNP Text book/workbook
<p>EYFS/KS1:</p> <ul style="list-style-type: none"> Logins/passwords Flipchart paper/Blutac Flip chart pens Whiteboard Whiteboard pens Maths resources/manipulatives Phonics sound cards Selection of story books iPad and charger (Laptop) Progression ladders Instructions for RM Unify MNP Text book/workbook (KS1) 	<p>KS2:</p> <ul style="list-style-type: none"> Logins/passwords Flipchart paper/Blutac Flip chart pens Whiteboard Whiteboard pens Selection of story books iPad and charger (Laptop) Maths manipulatives Progression ladders Instructions for RM Unify MNP Text book/workbook 		

TAs	<p>Manipulatives, flipchart, pens, etc</p> <p>Reading resources</p> <ul style="list-style-type: none"> • Logins/passwords • Whiteboard • Whiteboard pens • Selection of story books • iPad and charger • (Laptop) • Phonics cards • Resources for intervention pupils (dependant on pupil) eg flashcards • Instructions for RM Unify • Selection of reading books • Reading records/levels • MNP Text book/workbook • Maths manipulatives
Admin	<ul style="list-style-type: none"> • Login & passwords • Website and school comms access • Login & passwords • (Finance Assistant) Key financial documents and work home
Site Manager	<ul style="list-style-type: none"> • Building and gate keys • Alarm system documents & codes

Support staff roles and responsibilities during remote education periods

Class based Support staff	
Monitoring the children of critical workers and supporting the class teacher.	
Pastoral Support staff	
Phone calls home, google meets. Following up on children and families who are struggling.	
Admin staff	
Monitoring attendance. Completing an in school monitoring form on each class. Arranging FSM children dinners. Corresponding with parents on any technical issues and passing on issues to SLT if needed.	
Other support staff	
Site staff – Duties resume as normal	
Cleaners – Continue to perform daily duties	
MSAs – Monitor the children at lunch and break assigned to their bubble	
Out of school Clubs – Not at present in operation	

Plans for working from home

The following is a list of possible tasks that could be carried out by different sections of our workforce if they are required to self-isolate and/or work from home.

Teachers	<ul style="list-style-type: none"> • Continuation of teaching and learning for your class remotely • Maths no Problem CPD videos • Subject leader planning – how can you develop the subject knowledge of your colleagues? Recommended reading, websites etc. Set them homework • Subject leadership progression – make sure that you really understand the progression of your subject from N-Y6 point! • Clean up emails • Clean up school files and documents saved • Read all policies • Be available for a weekly conference call on Tuesday at 3.30pm
Class-based support staff	<ul style="list-style-type: none"> • Hearing children read individually • Clean up emails • Clean up school files and documents saved • Read all policies • Maths no Problem CPD videos • Educare courses, any that are relevant to your role, but definitely safeguarding and prevent if you haven't done it in the last term • Set work for intervention groups if directed by your teacher • Comment on purple mash 2Dos (around 20 pieces per week, particularly for vulnerable children) • Weekly catch-up with your team • Record interventions for children (phonics, storytime)
Office	<ul style="list-style-type: none"> • Educare courses • Clean up emails • Read all policies • Monitor the emails on parents@ & admin • Finance objectives • Invoices
Premises	<ul style="list-style-type: none"> • Continue with normal duties • Gardening • EYFS area • Fixing broken playground equipment such as football goals, nets etc • All compliant health & safety checks continue to be carried out
MSAs	<ul style="list-style-type: none"> • Hearing children read individually • Sharpening pencils • Cleaning resources • Tidying cupboards

Leadership arrangements for monitoring the quality of remote education.

Setting meaningful, challenging work	Co-Head teachers are constantly monitoring the work set and the comments being made from the parents and children to gauge challenge and understanding. The google meets are all recorded and can be watched back.
--------------------------------------	--

Clear progression and incremental skill building	Teachers are following as much as possible the plans they would have used had they been in school. Therefore the skills are planned into their learning.
New learning clearly explained	Teachers model all new learning on their google meet each morning and leave power points with explanations and the day's work on the stream. Teachers also give children the chance to either stay on or come back on to a google meet at a different time if they require further teaching and support. Parents are welcome to join this also.
Assessment to gauge progress	The teachers are setting work that provides them with assessment information and recording nit all on their class remote learning monitoring spread sheets.
Arrangements for daily contact with teachers	This is set up through google meet.
Learning is of an equal length to the normal school day	We have ensured this is the case through the google meets in the morning and set work throughout the day. Please see time tables for clarification.

The monitoring sheet we have put together monitors the engagement of all pupils on a daily basis. Allows staff to record any focus group meets they have had. Allows the SENCO to record any contact and the social emotional and mental health lead as well as the Co-Head teachers.

Template letter from PHE to Head teacher to send to parents of contacts

Dear parent,

date

Advice for Child to Self-Isolate for 14 Days

We have been made aware that members of our school community have tested positive for coronavirus (COVID-19). We have followed the national guidance and have identified that your child has been in close contact with the affected person. In line with the national guidance **your child must stay at home and self-isolate until xxxxxxxxxxxxxxxx.**

If your child is well at the end of the 14 days period of self-isolation, then they can return to usual activities.

Other members of your household can continue normal activities provided your child does not develop symptoms within the 14 day self-isolation period.

Please see the link to: Guidance for contacts of people with confirmed coronavirus (COVID-19) infection who do not live with the person

<https://www.gov.uk/government/publications/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person>

What to do if your child develops symptoms of COVID 19

If your child develops symptoms of COVID-19, they should remain at home for at least 10 days from the date when their symptoms appeared. Anyone with symptoms will be eligible for testing and this can be arranged via <https://www.nhs.uk/ask-for-a-coronavirus-test> or by calling 119.

People who do not have symptoms should not request a test unless this has been specifically requested by Public Health England or the local authority.

All other household members who remain well must stay at home and not leave the house for 14 days. This includes anyone in your 'Support Bubble'. The 14-day period starts from the day when the first person in the house became ill.

Household members should not go to work, school or public areas and exercise should be taken within the home. If you require help with buying groceries, other shopping or picking up medication, or walking a dog, you should ask friends or family. Alternatively, you can order your shopping online and medication by phone or online.

Household members staying at home for 14 days will greatly reduce the overall amount of infection the household could pass on to others in the community

If you are able, move any vulnerable individuals (such as the elderly and those with underlying health conditions) out of your home, to stay with friends or family for the duration of the home isolation period

Please see the link to the PHE 'Stay at Home' Guidance:

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

Symptoms of COVID 19

The most common symptoms of coronavirus (COVID-19) are recent onset of:

- new continuous cough and/or
- high temperature and/or
- a loss of, or change in, normal sense of taste or smell (anosmia)

For most people, coronavirus (COVID-19) will be a mild illness.

If your child does develop symptoms, you can seek advice from the nhs.uk website at <https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/>.

If you are concerned about your child's symptoms, or they are worsening you can seek advice from NHS 111 at <https://111.nhs.uk/> or by phoning 111.

How to stop COVID-19 spreading

There are things you can do to help reduce the risk of you and anyone you live with getting ill with COVID-19

Do

- wash your hands with soap and water often – do this for at least 20 seconds
- use hand sanitiser gel if soap and water are not available
- wash your hands as soon as you get home
- 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 immediately and wash your hands afterwards

Further Information

Further information is available at

<https://www.nhs.uk/conditions/coronavirus-covid-19/>

Yours sincerely

Head teacher

Template letter from PHE to Head teacher to send to parents – not direct contacts

Dear Parents,

date

We have been made aware of [a member /several members] of our school community who have tested positive for COVID 19. We are working closely with Public Health England. This letter is to inform you of the current situation and provide advice on how to support your child. Please be reassured that for most people, coronavirus (COVID-19) will be a mild illness.

The parents of the children who have been in close contact with the individual who has tested positive for coronavirus (COVID-19) have received a letter informing them that their child must stay at home for 14 days. Your child is not identified as a close contact.

The school remains open and your child should continue to attend as normal if they remain well.

What to do if your child develops symptoms of COVID 19

If your child develops symptoms of COVID-19, they must not come to school and should remain at home for at least **10 days** from the date when their symptoms appeared. Anyone with symptoms will be eligible for testing and this can be arranged via <https://www.nhs.uk/ask-for-a-coronavirus-test> or by calling 119.

All other household members who remain well, must stay at home and not leave the house for 14 days. This includes anyone in your 'Support Bubble'.

Further information is available at: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

The 14-day period starts from the day when the first person in the house became ill.

Household members should not go to work, school or public areas and exercise should be taken within the home.

If you require help with buying groceries, other shopping or picking up medication, or walking a dog, you should ask friends or family. Alternatively, you can order your shopping online and medication by phone or online.

Household members staying at home for 14 days will greatly reduce the overall amount of infection the household could pass on to others in the community

If you are able, move any vulnerable individuals (such as the elderly and those with underlying health conditions) out of your home, to stay with friends or family for the duration of the home isolation period.

Symptoms

The most common symptoms of coronavirus (COVID-19) are recent onset of:

- a new continuous cough
- a high temperature
- a loss of, or change in, your normal sense of taste or smell (anosmia)

For most people, coronavirus (COVID-19) will be a mild illness.

If your child does develop symptoms, you can seek advice from the nhs.uk website at <https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/>. If you are

concerned about your child's symptoms, or they are worsening you can seek advice from NHS 111 at <https://111.nhs.uk/> or by phoning 111.

How to stop COVID-19 spreading

There are things you can do to help reduce the risk of you and anyone you live with getting ill with COVID-19

Do

- wash your hands with soap and water often – do this for at least 20 seconds
- use hand sanitiser gel if soap and water are not available
- wash your hands as soon as you get home
- 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 immediately and wash your hands afterwards

Further Information

Further information is available at <https://www.nhs.uk/conditions/coronavirus-covid-19/>

Yours sincerely

Head teacher