

St. Winefride's Recovery Plan and Risk Assessment

(From 8th March 2021)

On 22nd February, the Prime Minister announced that a plan has been set out for the return of all pupils to schools and colleges, as part of the [roadmap for leaving lock-down](#). All primary school pupils will return to face-to-face teaching on Monday 8 March.

The plan continues to be based on a twin strategy of limiting contact between pupils and implementing hygiene measures. In addition, all primary school staff will continue to take two rapid coronavirus (COVID-19) tests each week at home to identify positive cases more quickly and break the chains of transmission.

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection'.

Prevention

The following must be in place, all the time

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible
- 7) Keep occupied spaces well ventilated.

In specific circumstances

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) Where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

Response to any infection

You must always

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.

Public health advice to minimise Covid19 risks

Prevention

Area of Risk	Measures to Implement	DfE Guidance
<p>Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school</p>	<p>Any adult or child must not come into school, if:</p> <ul style="list-style-type: none"> • They have one of more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test <p>Any adult or child must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> • the start of their symptoms • the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) <p>If anyone in the school becomes unwell, they will be sent home immediately and advised to arrange to have a test. While awaiting collection, they should:</p> <ul style="list-style-type: none"> • Stay in the outside classroom will be used as an isolation area. • In very bad weather, child will move to an area which is at least 2m away from other people, with appropriate adult supervision. Ideally, a window should be opened for ventilation. • 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). Staff must wash hands thoroughly after contact with anyone who is unwell. • If they need to use the toilet, while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products immediately afterwards before being used by anyone else. <p>When an individual has had close contact with someone with coronavirus (COVID-19) symptoms Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> • the symptomatic person subsequently tests positive • they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test) 	<p>Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on NHS Test and Trace: how it works.</p> <p>If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:</p> <ul style="list-style-type: none"> • must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days • advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection • advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19) <p>Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating, they will need to restart the 10-day isolation period and book a test.</p> <p>If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms.</p> <p>If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so.</p> <p>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.</p> <p>See the COVID-19: cleaning of non-healthcare settings guidance.</p>

	<ul style="list-style-type: none"> • they are requested to do so by NHS Test and Trace • they have tested positive from an LFD test <p>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 bleach after they have left to reduce the risk of passing the infection on to other people.</p> <p>Wearing Face Masks</p> <ul style="list-style-type: none"> • Face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (i.e., in corridors and communal areas). Children in primary school do not need to wear a face covering. • Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately. <p>Safe wearing of Masks requires:</p> <ul style="list-style-type: none"> • cleaning of hands before and after touching – including to remove or put them on • safe storage of them in individual, sealable plastic bags between use • Where a face covering becomes damp, it should not be worn 	<p>The LFD testing programme in schools is designed to identify those who are asymptomatic and are inadvertently spreading the virus. Whilst testing should be positively encouraged, it is not possible to prevent somebody from attending school if they do not undertake appropriate testing.</p> <p>Wearing Face Masks - We are taking this additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. As with all measures, we will keep it under review and update guidance at that point.</p> <p>Exemptions Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> • cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties • speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate
Area of Risk	Measures to Implement	DfE Guidance
<p>Ensure everyone is advised to clean their hands thoroughly and more often than usual</p>	<ul style="list-style-type: none"> • Teachers 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. Regular and thorough hand cleaning is going to be needed for the foreseeable future. • Children will wash their hands (with soap/20 secs) on arrival at school before and after breaks and lunch and before they leave to go home – member of staff will supervise this. • In between these handwashing sessions, children will be encouraged to use hand sanitisers, which will be freely available around classroom and school. • Reception, Year 1, Year 4 and Year 6 - all have access to sinks in classrooms. • Year 2 and Year 5 - have access to sinks in open area (each sink to be allocated to a class) • Year 3 will use a portable washing station – kept in corridor outside classroom. • All classes will have hand sanitiser dispensers. • Younger children and those with complex needs will be supervised and helped to clean their hands properly. • Children to be constantly reminded to avoid touching your mouth, nose and eyes. 	<p>Coronavirus is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser.</p> <p>Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, using a disinfectant that it is effective against enveloped viruses</p> <p>Avoid creating splashes and spray when cleaning.</p> <p>Pupils who use saliva as a sensory stimulant or who struggle with ‘catch it, bin it, kill it’ may also need more opportunities to wash their hands.</p> <p>Continue to help pupils with complex needs to clean their hands properly.</p>

Area of Risk	Measures to Implement	DfE Guidance
<p>Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p>	<ul style="list-style-type: none"> ● All classes to have boxes of tissues and staff to regularly remind children of the ‘catch it, bin it, kill it’ approach. ● Each class to have at least 2 hand sanitisers - which should be sited near bins, so children sanitise hands after using tissue. ● Tissue bins, boxes of tissues and hand sanitisers will be sited in communal staff areas, at school entrance and in office area. <p>Signage</p> <ul style="list-style-type: none"> ● Posters in toilets and classrooms reminding children of the ‘catch it, bin it, kill it’ approach ● Other signage displayed around school: <ul style="list-style-type: none"> - Main corridors are to be used as little as possible. Staff should ensure that classes do not cross in corridors. - Movement in corridors at lunchtime – all children should be supervised - Reminding children to keep their distance - Reminding children to wash hands - Reminders regarding washing hands above all sinks including those in classrooms and Learning Zone. <p style="text-align: center;">Information posters in all classrooms and toilets.</p>	<p>The ‘catch it, bin it, kill it’ approach continues to be very important; schools must ensure that they have enough tissues and bins available. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates.</p> <p>The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>Some pupils with complex needs may struggle to maintain as good respiratory hygiene, e.g., those who spit uncontrollably or use saliva as a sensory stimulant. Risk assessments in order to support these pupils and the staff working with them should be carried out and is not a reason to deny these pupils face to face education.</p>
<p>Maintain enhanced cleaning, including cleaning of frequently touched surfaces using standard products such as detergents</p>	<p>Cleaning</p> <ul style="list-style-type: none"> ▪ Toilets will be cleaned before + after lunch and deep cleaned at the end of each day and children encouraged to clean hands thoroughly after using the toilet ▪ Tables and contact points must be cleaned regularly – a bucket of water with detergent available in every class, and dependent upon age and ability, children to be encouraged, as part of healthy hygiene, children encouraged to clean tables, back of chairs, door handles (light switches and electrical equipment to be cleaned by an adult using sanitiser wipes.) ▪ All classes will have a store of equipment - such as Art materials and Laptops and tablets - teachers need to organise cleaning of equipment at the end of day ▪ Reminders to be sent out regularly via various communication system to remind parents that children are not to bring bags into school – plastic bags can be used for outside shoes and lunch boxes carried. ▪ Resources that cannot be cleaned according to the instructions must be packed away until after the CO-VID-19 epidemic is over. ▪ Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used. ▪ Any communication from teacher to cleaner should be left on the whiteboard in the classroom area at the end of each day. 	<p>In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:</p> <ul style="list-style-type: none"> ● more frequent cleaning of rooms / shared areas that are used by different groups ● frequently touched surfaces being cleaned more often than normal ● cleaning toilets regularly ● encouraging pupils to wash their hands thoroughly after using the toilet ● if your site allows it, allocating different groups their own toilet blocks <p>PHE has published guidance on the cleaning of non-healthcare settings. This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case. after lunch</p>

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<p>Maintain enhanced cleaning, including cleaning of frequently touched surfaces using standard products such as detergents</p>	<p>Classrooms Reception: advice given in autumn term remains valid</p> <ul style="list-style-type: none"> • Malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances. ▪ Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use and where possible, children should be discouraged from sharing these. ▪ Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines. ▪ In KS1 + 2, desks and any other frequently used surfaces will be should be wiped regularly. ▪ Children in years 3, 5 + 6 with support from adults in class will wipe down their tables prior to lunchtime (as packed lunch children will eat at their desks). MDAs to wipe tables after children have eaten. 	
Area of Risk	Measures to Implement	DfE Guidance
<p>Consider how to minimise contact across the site and maintain social distancing wherever possible</p>	<p>Class bubbles</p> <ul style="list-style-type: none"> • Classes will operate as full class bubbles with no bubble containing more than 32 children plus adults. • Each bubble will have a teacher. • Reception, Year 1, Year 2, Year 3, Year 4 + Year 5 will also have 1 TA. (Certain classes will have an additional adult we will be providing 1-to-1 support for a child.) • PPA staff - sports coaches + supply teachers will work with groups for full am/pm session. ▪ Children from one class bubble should not mix with other classes and will be taught in same classroom – no changing rooms. Hall sessions will be strictly planned as half day sessions. ▪ Other than school hall, which will be timetabled for morning and/or afternoon use, there will be no usage of shared areas. ▪ Children who receive 1-to-1 support will be designated an area – this will be for their use only. 	<p>Minimising contacts and mixing reduces transmission of coronavirus. Schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> ▪ children’s ability to distance ▪ the lay out of the school <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.</p>

Area of Risk	Measures to Implement	DFE Guidance
Measures in the classroom	<ul style="list-style-type: none"> ▪ Where possible, according to age of children, teachers' desks should be at the front of the class, facing the children - this will create a 'barrier' between the adult and children. 1m markers will be put around teachers' desk. Staff should aim to maintain at least a 1m distance from children. ▪ According to age of their age, children's desks should be put in rows, with the children facing forward - seated side by side. ▪ Teachers will need to think about ways to modify teaching approaches to keep a distance from children in class as much as possible, particularly close face to face support (NB/ it is recognised that this is always not possible, which is why hygiene and hand cleaning is so important). ▪ Where possible, teacher should direct class from their desk and avoid calling pupils to the front of the class or going to their desk to check on their work if not necessary. If this proves difficult, as it is not an effective way of supporting children, teachers are advised to direct learning from behind the child. ▪ Channels to be created behind the desks should teachers need to move around room. ▪ Soft furnishings, which cannot be cleaned, not to be used and stored away. ▪ Use of school cloak rooms to be limited - where practical, coats can be left on the back of chairs. ▪ Classroom spaces should be accessed from a singular entrance and preferably, directly from outside if possible. 	<p style="text-align: center;">Measures in the classroom</p> <p>Maintaining a distance between people while inside and reducing the amount of time they are in face-to-face contact lowers the risk of transmission. Ideally, adults should maintain 2 metre distance from each other and from children. We know that this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. Provide educational and care support for these pupils as normal, with other increased hygiene protocols in place to minimise the risk of transmission. For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p> <p>Schools should make small adaptations to the classroom to support distancing where possible. That should include seating children side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space</p>
Measures elsewhere	<ul style="list-style-type: none"> • During the pandemic, all whole school or key stage assemblies will be via zoom. • Adults should maintain a 2m+ distance from each other, and from the children and not congregate in shared spaces, especially smaller areas. • Staff need to respect environment in which we work by adhering to guidance from governance both in and outside of school. • Adults will wear masks in communal areas. • Movement around the school will be kept to a minimum. Children will not be allowed to leave their classroom, other than when going the toilet, without supervision or to the hall for hot lunch. • All children will enter classroom and leave classroom via external entrance. • All staff will be allowed to use their mobile devices to contact the school office 	<p>While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits.</p>

Area of Risk	Measures to Implement	DfE Guidance
Measures elsewhere	<p>Staff room</p> <ul style="list-style-type: none"> Numbers in staffroom limited to 6. Lunchtime will be split into 2 separate sittings. KS1 staff will use the Staffroom between 12noon and 12.45pm. KS2 will use it between 12.50 and 1.30pm. Admin staff will have lunch after this time. <p>Toilets</p> <ul style="list-style-type: none"> Different class bubbles should not mix in toilets <ul style="list-style-type: none"> Reception, year 1 and year 4 use toilet in their classroom. Year 6 boys will use toilets directly opposite their classroom Year 6 girls will use the disabled toilets opposite their classroom Year 3 will also the girls' toilets opposite Year 6. Year 2 will use the boys' toilets in main corridor Year 5 will use the girls' toilets in main corridor <p>NB/ teachers will need to ensure that boys and girls use the toilets at different times.</p> <ul style="list-style-type: none"> All toilet cubicles will be numbered, and children encouraged to use that particular toilet. Children should only enter toilets in small groups Class teacher/TA/MDA should supervise children when they go to toilet - before and after play + before and after lunch to ensure no mixing of bubbles. Children waiting should line up, leaving an acceptable space between themselves and child behind/in front 	<p>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p> <p>You should also plan how shared staff spaces are set up and used to help staff to distance from each other. You should minimise the use of staff rooms, although staff must still have a break of a reasonable length during the day.</p> <p>Groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Toilets will need to be cleaned regularly. Different bubbles being allocated their own toilet blocks could be considered but is not a requirement if the school facilities do not allow for it.</p>
Measures elsewhere	<p>Masks</p> <ul style="list-style-type: none"> Masks must be worn when entering school and moving outside your room, including playground. If there is more than one adult in class, PHE are stating all adults should wear masks – this is if 2m distance between adults cannot be maintained If staff are teaching children, they can remove their masks, as children need to see teacher/TA's face. However, if adults are moving around the classroom, masks should be kept on. Cotton masks – become damp when worn for a period of time, so need to be changed during day. Face visors or shields will not be worn as an alternative to face coverings. If they are worn, a risk assessment for the specific situation will be carried out and visors will always be cleaned appropriately. 	<p>Please refer to Document 'Face Coverings in Education' (March 2021)</p> <p>This is a temporary measure and will be reviewed at Easter, in partnership with health experts, to decide whether evidence suggests that these measures can be eased ahead of the summer term. This is guidance, not mandatory activity, and any legal exemptions that apply to the wearing of face coverings in shops and on public transport also apply to this advice.</p> <p>Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission when used without an additional face covering.</p>

Area of Risk	Measures to Implement	DfE Guidance
Measures elsewhere - Break Times	<ul style="list-style-type: none"> • Reception will have break in EYFS outside area. • KS1 playground will be divided into 2 sections - grass and playground (when grass is too wet, playground will be divided into 2 sections.) • KS2 field and playground to be zoned into 4 areas - 2 football pitches, 1 area with play equipment and 1 area with outside classroom and playground. • Children to be told that they must stay in their designated area. • Rotas have been drawn up for use of playground in wet or bad weather. This involves a staggered break with <ul style="list-style-type: none"> - 10.40 – 10.55 – Year 1 + 2 on KS1 playground + Years 5 + 6 on KS2 playground - 10.50 – 11.05am – Years 3 + 4 on KS2 playground - FS use their outdoor area • Comfort breaks for staff - HT and admin staff to ensure all staff get comfort break during morning session - supervising children from safe distance to ensure 'bubble' remains. All staff out on duty to ensure that children maintain distance between 'bubbles'. • Teaching staff will work in pairs - with 1 teacher supervising 2 bubbles (stood between bubbles) so staff can have break • All 1-to-1 TAs to support children outside to help them understand that they cannot move between bubbles. • Wet Play - teachers to remain with children in classes. • Staff can use personal mobile phones to contact other staff members in school building, if necessary. This is only way to get message to school office, as children cannot wander around school, unaccompanied. • Children are not to enter the building alone during break time even to go to the toilet, as they may meet with children from different bubbles. • Prior and after breaks - dependent upon age, children to be supervised washing hands thoroughly and to have toilet breaks. • To stop children meeting children from other bubbles, children discouraged from going to the toilet during lesson times. Staff ensure children go the toilet at the beginning of the day, before and after breaks and lunch and all together during a 'comfort' break in afternoon. • Each class will have items of play equipment such as balls, which will be labelled. • Trim Trail, KS1 play area and KS1 boat - equipment will be timetabled with classes using equipment on a daily basis. <p>First Aid</p> <ul style="list-style-type: none"> • PPE should be worn (gloves, apron and mask) when dealing with a first aid incident. If it involves bodily fluid, a visor may be worn. • The member of staff who is responsible for the injured child's bubble should administer first aid. If injury is serious or a second opinion required, a first aider should be called. • Vomit/blood and other bodily fluids should be cleaned up as soon after incident as possible. PPE should be worn. Children must wait away from the rest of their class for their parents to collect them. • In case of first aid being needed, all staff members will have 'medical bum bag' and deal with the injury. If serious, help will be sought via admin office. 	<p>Outdoor equipment should only be used if:</p> <p>It is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings</p>

Area of Risk	Measures to Implement	DfE Guidance
Measures elsewhere - Lunchtimes	<p>In addition to the measure above.</p> <ul style="list-style-type: none"> MDAs will be assigned to specific classes and will remain with this class throughout lunchtime. (There will be an additional MDA on hot dinner duty in the hall) <p>Lunch time will take place over 2 settings</p> <ul style="list-style-type: none"> FS + KS1 – 11.45am – 12.15pm <ul style="list-style-type: none"> All of FS and Year 1 will eat in the hall All of Year 2, including those having hot lunch, will eat in their classroom, after collecting their meal from the hall. After they have eaten their lunch, FS + KS1 children will play outside as per breaktime until 1pm. <p>First sitting must leave the hall by 12.15pm to enable it to be cleaned for 2nd sitting. A few (no more than 6) slow eating children may be left. They should be moved to side tables and maintain bubbles. Staff should try to discourage this.</p> <ul style="list-style-type: none"> KS2 – 12.20am – 1pm <ul style="list-style-type: none"> Year 3, Year 4 and Year 6 hot dinners will eat in the hall Year 3, Year 4 and Year 6 packed lunch will eat in their classrooms All of Year 5, including those having hot dinner, will eat in their hot dinners in their classroom, after collecting their meal from the hall. When the weather is good, all KS2 and Year 2 pack lunch children will eat outside, using the picnic tables. <p>After the children have eaten:</p> <ul style="list-style-type: none"> If school field is dry, all KS2 children will go into school field and playground (as above) <p>In wet weather:</p> <ul style="list-style-type: none"> Year 4 + Year 6 will go out to KS2 playground (in their half of playground) until 1.30pm. Year 3 + Year 5 will remain in their classrooms until 1pm and then go out on to KS1 playground (to their half of playground) until 1.30pm. <p>When eating in the hall:</p> <ul style="list-style-type: none"> children must stay in their places until told otherwise by staff members. All the class bubble must finish food before any of the children can leave the hall. 	<p>Consider staggered break times and lunch times. Make sure you allow time for cleaning surfaces in the dining hall between groups.</p> <p>School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID - 19).</p> <p>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day</p>

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Measures for arriving at, and leaving school	<ul style="list-style-type: none"> • Arrival and collection from school will be staggered - based upon child's surname or in line with delivering sibling to pre-school. <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="margin: 0;">8.45 – 8.55 – A-M 8.55 - 9.05 - N-Z</p> <p style="margin: 0;">3.15 - 3.25 - A-M 3.25 – 3.35 - N-Z</p> </div> <ul style="list-style-type: none"> • Parents not expected to strictly adhere to timings. If they feel that there are too many people on premises, they may 'hang back' until they feel 'safe' to enter premises or school. • If parents do bring and collect children from school, they are requested to stand 2m apart on the playground or outside the school gates. • To reduce the number of adults on the premises, we will ask that where a child is brought to school, only 1 adult accompanies them. Older children must be left at the school gates. • Parents are asked to drop their child at school and then leave the premises. We ask them not to stand and speak to friends either on school premises or outside school gates. • All classes will use the 'usual' entrance for their class, except Year 4, who will enter school by main gate and go directly to the mobile classroom. • Outside each class will be marked out as 'no adult except staff member zone' outside years 2, 3, 5, + 6 classrooms. Year 1 + mobile classroom will have tape across the bottom of the ramp with a sign asking them not to enter ramp and Reception has a notice on wooden gate asking parents not to enter the outdoor area. • ALL CHILDREN MUST WASH HANDS UPON ARRIVAL. • All adults must wear a mask when entering school premises. • Parents are recommended that they contact the school via phone or email. If they must speak to a member of staff, they must go to Admin. Office. 	<p>Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave.</p> <p>Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include:</p> <ul style="list-style-type: none"> • condensing or staggering free periods or break time but retaining the same amount of teaching time • keeping the length of the day the same but starting and finishing later to avoid busy periods You should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to: <ul style="list-style-type: none"> • gather at the gates • come onto the site without an appointment

Area of Risk	Measures to Implement	DfE Guidance
Reducing Numbers of adults on premises	<p>Parents</p> <ul style="list-style-type: none"> • Parents should not enter the school building, other than via school main entrance, under any circumstances – if they need to speak to a member of staff, it should be done over the phone, via email or class dojo. (The dojo system as a form of communication will continue until after the pandemic has ended.) • Essential correspondence sent out via letter on ScoPay and, if appropriate, posted on school website. • Regular updates will be sent out to parents and posted on school website <p>Visitors</p> <ul style="list-style-type: none"> ▪ Any visitors who are not critical to teaching children or ensuring children’s welfare should not enter the school building. • Visitors, including supply teachers + contractors who are carrying out jobs responsible for ensuring the health and safety of children and staff, will be allowed to enter. Where possible contractors should come into school when children are not present or will only be allowed to work in areas where there are no children or adults • A record of all visitors is kept in Admin Office. This is now essential as part of the Trace and Test process. 	<p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff</p> <p>Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups. This will require close co-operation between schools and the other relevant employers.</p> <p>A record should be kept of all visitors, including contact numbers for Track and Trace</p>
Other Considerations	<p>Some pupils with SEND will need specific help and support for the changes to routine that these measures will involve. Staff should plan to meet these needs, for example using social stories.</p> <p>Pupils with medical conditions need to fully support in school. to ensure this the school should work with:</p> <ul style="list-style-type: none"> • local authorities • health professionals 	<p>Further information is available in the guidance on supporting pupils at school with medical conditions. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. They can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff.</p> <p>A record should be kept of all visitors, including contact numbers for Track and Trace</p>
Other Considerations	<ul style="list-style-type: none"> • PPA (please refer to section on supply teachers and other temp and peripatetic teachers) • Learning Mentor (see section on Pupil Well-being and Support) 	<p>Where staff move between classes, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. ‘.....we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational.’</p> <p>A record should be kept of all visitors, including contact numbers for Track and Trac</p>

Area of Risk	Measures to Implement	DfE Guidance
Equipment	<ul style="list-style-type: none"> • As recommended, children should not be sharing individual or frequently used equipment. All children, from year 1 upwards will be given a pencil case containing these essentials. • Classroom based resources, such as books and games, can be used and shared among the bubble. Each class will be given a set of Art resources to keep in their classroom for use in their bubble. These should be cleaned regularly. • Reading books will be given out, 1 book per week. Returned books will be put into a box and left for a week before being returned to set. • Free readers - each class to have a set of books from which children can choose their reading book • Teachers must touch children property as little as possible. All classrooms have an anti-bac spray and cloth to clean equipment is necessary • Teachers and children can take home books and other shared resources, although unnecessary sharing should be avoided. It is best practice for any items such as homework that is brought back into school to be left untouched for a period of 48 hours. • Outdoor Play equipment and resources shared between bubbles - should be cleaned frequently by teacher/children who have just used equipment or left unused for a period of 48 hours (72 hours for plastics). • Equipment from Home - Children not to bring anything from home that is unnecessary. Lunch boxes, water bottles, mobiles, hats and coats are allowed as they are deemed as 'essential'. 	<p>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, stationery and mobile phones. Bags are allowed.</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</p> <p>Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>
Keep occupied spaces well ventilated	<ul style="list-style-type: none"> • External doors should be wedged open as much as possible – to provide ventilation and limit use of handles. (Safeguarding - school gates will be locked as soon as all children are in.) • All windows to be open, other than in very cold weather. • In very cold weather, windows to be open for 10 mins in every hour. • External doors should be left open during breaktimes and lunchtime to enable circulation of air. • Most populated KS2 class has been given CO2 monitors which change colour and alert staff to fact more ventilation is needed. • If possible, rearranging furniture where possible to avoid direct draughts. • Heaters can be used as necessary to ensure comfort levels are maintained particularly in occupied spaces 	<p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice provides more information. To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> • opening high level windows in colder weather in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform • rearranging furniture where possible to avoid direct draughts

Aspect	Measures to Implement	DfE Guidance
<p>Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary</p>	<ul style="list-style-type: none"> • All staff to wear either a mask or a visor when in communal areas (only removing in Staffroom when eating or drinking) • Staff must also wear masks or visors when going out on playground, greeting or dismissing children. • Parents must wear masks when on school premises. • Where a child with SEN already has routine intimate care needs that involves the use of PPE, in which case staff can wear visors, aprons, gloves, and any other PPE equipment they feel comfortable in. • Contenance issues and soiling should not be dealt with by staff. Parent should be rung immediately, and children sent home. Only exception are Reception children with SEN who are not toilet trained. <ul style="list-style-type: none"> ▪ First aiders to wear mask, gloves and apron when dealing with sick or other injuries that involve bodily fluid (staff may also decide to wear visors or eye googles.) ▪ Schools cannot require that staff wear a mask when moving around school or teaching a class. 1-to-1 staff may wear masks when working near child/children, where the child has no awareness of social distancing. <p>Cleaning staff have been told to wear masks, visors, aprons and gloves when cleaning.</p>	<p>Face coverings are not classified as PPE. Face coverings may be <u>beneficial for short periods indoors where there is a risk of close social contact</u> with people you do not usually meet and where social distancing and other measures cannot be maintained.</p> <p>Most staff in school 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:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if 2m cannot be maintained • 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 <p>When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.</p> <p>The guidance on safe working in education, childcare and children’s social care provides more information about preventing and controlling infection.</p>
<p>Promote and engage in asymptomatic testing, where available</p>	<ul style="list-style-type: none"> ▪ All staff in primary schools have been supplied with lateral flow device (LFD) test kits to self-swab and are asked to carry out the test twice a week (Sundays + Wednesdays). • Staff must report their result to NHS Test and Trace either online or by telephone and should also share their result with their school. • Staff with a positive LFD test result will need to self-isolate in line with the stay-at-home guidance. They will also need to arrange a polymerase chain reaction (PCR) test to confirm the result. • Staff with a negative LFD test result can continue to attend school or nursery and use protective measures. 	<p>Rapid testing remains a vital part of our plan to suppress this virus. It remains imperative that the system of controls continues to be rigorously applied to enable the safest possible environment. The testing programme is an important addition to supporting leaders to maintain the continuity of education through the pandemic.</p> <p>Testing is not mandatory for staff and staff do not need to provide proof of a negative test result to attend school or nursery in person, although participation in testing is strongly encouraged.</p> <p>The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines.</p> <p>Those with symptoms are also expected to order a test online or visit a test site to take a polymerase chain reaction (PCR) test to check if they have the virus.</p>

Area of Risk	Measures to Implement	DfE Guidance
Self-isolation and PCR testing	<p>Schools must ensure that staff members and parents understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> ▪ Book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit ▪ Provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus or if asked by NHS Test and Trace ▪ Self-isolate if they have been in close contact with someone who tests positive for coronavirus, or if anyone in their household develops symptoms of coronavirus. ▪ Parents and staff must inform (or be asked to inform) school immediately of the results of a test. 	<p>If someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days</p> <p>If someone tests negative, if they feel well and no longer have symptoms, they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</p>
Manage confirmed cases of coronavirus (COVID-19) amongst the school community	<ul style="list-style-type: none"> ▪ Following a positive result – who has had contact with other staff, including MDAs – isolation depends on the level of contact. Staff would need to be excluded only if they had been in 'close contact' with the positive case. The contact tracer will advise and help the school to identify contacts that need to be excluded. ▪ Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. ▪ Schools should keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups*. (The health protection team will provide definitive advice on who must be sent home.) ▪ The school should not request evidence of negative test results before admitting children back to school. ▪ 01/03/2021 (PHE) Contact tracing period <ul style="list-style-type: none"> - To ensure a standard approach to contact tracing across England, NHS Test and Trace have now agreed that the period for completing contact tracing from 48hrs before symptom on-set (or swab if asymptomatic) to two days. (ie if positive on Monday, would 	<p>DfE Helpline on 0800 046 8687 - select option 1 for advice on the action to take in response to a positive case.</p> <p>The advice service (or PHE local health protection team if escalated) will work with you to guide you through the actions you need to take. Based on their advice, you must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed.</p> <p>Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Close contact means:</p> <ul style="list-style-type: none"> • anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive

	contact trace back to Saturday). No longer need to establish the time of the symptoms or the swab	<ul style="list-style-type: none"> • anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ul style="list-style-type: none"> ○ face-to-face contact including being coughed on or having a face-to face conversation within 1 metre ○ been within 1 metre for 1 minute or longer without face-to-face contact ○ sexual contacts ○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) ○ travelled in the same vehicle or a plane <p>Please refer to CWC PHE NW Schools Resource Pack V3.0 for further details</p>
Contain any outbreak by following PHE local health protection team advice	If school has 2 or more confirmed cases within 14 days or an overall rise in sickness absence where coronavirus is suspected, school should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required.	
Area of Risk	Measures to Implement	DfE Guidance
Admitting Children and Staff back to school	<ul style="list-style-type: none"> • Schools should not request evidence of negative test results or other medical evidence before allowing staff or children to return to school after a period of self-isolation. • If a parent or carer insists on a pupil attending your school before the isolation period is over, school can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19). Your decision would need to be carefully considered in the light of all the circumstances and current public health advice. 	The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.
Coronavirus (COVID-19) asymptomatic testing in schools	<ul style="list-style-type: none"> • Primary schools Staff will continue to test with LFDs twice a week at home, as per existing guidance. LFD testing does not replace current testing for anyone with symptoms. • Staff should report results via DFE site and to the HT to log in school. • LFD testing is recommended but not mandatory. • Primary age pupils will not be tested with LFDs at the current time. • If a member of staff receives a positive result, they are required to get a confirmatory PCR test and must self-isolate during this period. • If an individual receives a positive result from an LFD test, their bubble will be closed while the person undertakes a PCR test. (Bubble can be re-opened if PCR result is negative.) 	<p>Rapid testing using Lateral Flow Devices (LFD)s will help to identify people who are infectious but do not have any coronavirus symptoms. Testing remains voluntary but strongly encouraged.</p> <p>Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in the light of any emerging evidence.</p> <p>PHE advice - If a positive PCR test is received, schools must contract trace for previous 48 hours and any contacts must self-isolate while PCR test is carried out.</p>

Area of Risk	Measures to Implement	DfE Guidance
Attendance	<p>School attendance will be mandatory for all pupils from 8 March. The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> • parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school, and they are of compulsory school age) • the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>School is responsible for recording attendance, following up absence and reporting children missing education to the local authority</p>	
School Workforce	<ul style="list-style-type: none"> • Although government policy advises those who can work from home to do so. Generally, this is not applicable to most school staff, as most school-based roles are not ideally suited to home working. Therefore, school staff are expected to return to work in March, unless they are CEV. • The headteachers should explain to staff the measures the school is putting in place to reduce risks and that adherence to the measures will provide the necessary reassurance for staff to return to schools • The headteachers will discuss any concerns individuals may have around their particular circumstances and reassure staff, including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, about the protective measures in place. 	<ul style="list-style-type: none"> • All staff should follow the system of controls to minimise the risks of transmission. Following the system of controls will reduce the risks to all staff significantly.
Staff who are clinically extremely vulnerable	<ul style="list-style-type: none"> • CEV staff will be advised not to attend the workplace and, if possible, following a conversation will be assigned roles/activities to complete at home. They will be paid on their usual terms. 	<p>Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take.</p>
Staff who are clinically vulnerable	<ul style="list-style-type: none"> • CV staff can continue to attend school but follow advice to reduce chance of transmission. • Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home. <p>Pregnancy</p> <ul style="list-style-type: none"> • Pregnant women are considered CV (Unless they have other conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply.) • A workplace risk assessment will be carried out on the staff member – which will identify risks and any additional action that needs to be taken to mitigate risks. 	<p>You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19).</p> <p>We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.</p> <p>Read more guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists.</p>

Area of Risk	Measures to Implement	DFE Guidance
Employers' health and safety obligations	Ensure that the school is following the system of controls to ensure that school: <ul style="list-style-type: none"> • mitigates the risks of coronavirus (COVID-19) to pupils and staff • meet your legal duties to protect employees and others from harm 	Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks in the usual way, especially in light of any changing circumstances. The Health and Safety Executive published guidance on first aid during coronavirus (COVID-19) which: <ul style="list-style-type: none"> • supports local risk assessments • provides guidance for first aiders
Supporting Staff	Ensure that all staff are aware of any initiatives that can be assessed to support their mental health and well-being – such as Brio leisure on-line activities and Mindfulness activities Read about the: <ul style="list-style-type: none"> • extra mental health support for pupils and teachers • Wellbeing for Education return programme 	All employers have a duty of care to their employees, and this extends to their mental health. Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing.
Staff Deployment	School will ensure that way in which staff are deployed is flexible and meets current needs. Any deployments will only be made if the staff member has the appropriate skills, expertise and experience to carry out role.	You should ensure that you continue to have appropriate support in place for pupils with SEND. Any redeployments of staff should not be made at the expense of supporting pupils with SEND.
Other Support	Parent and parish volunteers – while carrying out an important role in the school – senior leaders have decided that it is best that volunteers are not invited into school until further notice.	
Recruitment	Recruitment will continue as normal. However, school need to be creative when organising lesson observations. Advice will be sought from HR given changing circumstances	The DfE teaching blog provides: <ul style="list-style-type: none"> • information on the experience of implementing interviews remotely • advice that can be sent to candidates on how to prepare for remote interviews Where face-to-face meetings are necessary, school's control measures should be shared and made clear to candidates that they must follow the system of controls in place. This includes any requirements for wearing face coverings where social distancing cannot be managed safely. When recruiting, continue to adhere to the legal requirements on pre-appointment checks as set out in part 3 of keeping children safe in education.

Area of Risk	Measures to Implement	DFE Guidance
<p>Visiting specialists, Sports course, supply teachers + temporary staff</p>	<p>SEN, visiting specialists and additional support</p> <ul style="list-style-type: none"> • SEN children should still receive additional support if it is available. Staff are allowed to work with different bubbles but need to ensure that they remain socially distanced from children (2m) • Specialist SEN teachers and advisory staff can come into school, but any meetings must take place in an open and ventilated area, with social distancing observed, particularly as the child's 1-to-1 support may also be present. • We will investigate using current support staff to provide catch-up provision or targeted interventions if there is capacity to do so or employ temporary staff. <p>Sports' coaches, PPA cover and peripatetic teachers</p> <ul style="list-style-type: none"> • Non-teaching staff working for 2 or more schools can still do so as a Local risk assessment should have been undertaken and staff excluded if in direct contact with a symptomatic case according to the national guidance. If a staff member has not been identified as a close contact in any of their workplaces, then exclusion will not be necessary. • We will continue to external coaches, clubs and organisations for curricular and extra-curricular activities after careful consider on how such arrangements can operate within wider protective measures. • PE coaches will continue to work across classes covering PPA (Refer to PPA plan) • Where possible, the use of TAs to cover lessons or provide PPA within their bubble will continue. However, some TAs will PPA, even across bubbles. • We will work with sports coaches to investigate after school club provision. However, each coach would only be able to provide activities for a single year, i.e., football for year 6. If an additional coach is available, they could offer activity for another age group, i.e., football for year 3. (However, the numbers taking part would have to make it economically viable for sports company) • All external staff will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. <p>Supply teachers and other temporary staff</p> <p>Schools can continue to engage supply teachers and other supply staff during this period as they are able to move between schools. This is essential as, when staff are ill, they must err on the side of caution and stay off work, resulting in the use of more supply staff.</p> <ul style="list-style-type: none"> • Where possible, we will aim to minimise the numbers of temporary staff entering the school premises, aiming to use longer assignments with supply teachers through negotiation with supply agencies. 	<p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists for pupils with SEND should provide interventions as usual.</p> <p>Staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. They should try and keep their distance as much as they can, ideally 2 metre other adults. This is not likely to be possible with younger children, but staff can still work across groups, if that is needed to enable a full educational offer.</p> <p style="text-align: right;">Use</p> <p>of PE coaches/specialist teachers - schools may allow mixing into wider groups for specialist teaching. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified teacher. Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.</p> <p>Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should.</p>

	<ul style="list-style-type: none"> • Use of supply teachers or teaching assistants to provide ‘catch-up’ provision or targeted interventions – but not at the expense of supporting children with SEN. • Supply teachers can come in, even if there has been multiple cases in school – as a local risk assessment should have undertaken and staff excluded if in direct contact with a symptomatic case according to the national guidance. If a supply teacher has not been identified as a close contact in any of their workplaces then exclusion will not be necessary, and they should be able to work. 	
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Area of Risk	Measures to Implement	DFE Guidance
Deployment of ITT trainees and school engagement	<p>Trainees can continue to go into their host school or college on placement.</p> <p>42</p> <p>Trainees who go to their placement should be offered coronavirus (COVID-19) testing in the same way other school staff are.</p> <p>They are expected to follow all control measures put in place by host schools.</p>	
Performance management and appraisal	<ul style="list-style-type: none"> • The school will continue to follow the schoolteachers’ pay and conditions document. All pay progression for teachers will be linked to performance management. <p>Performance management/appraisal arrangements can be adapted to take account of the current circumstances, particularly where these have had an impact on the ability of the teacher to meet fully their objectives.</p>	<p>Teachers must not be penalised during the appraisal process or any subsequent pay progression decisions because of the decision to restrict pupil attendance at schools.</p>
Delivering remote education safely	<p>School staff are aware of the need to keep child safe online.</p> <p>As part of safeguard training the staff have all had a copy of the statutory guidance for keeping children safe in education, which provides the information on what teachers need to do to protect children online. The guidance includes a collection of resources which includes support for:</p> <ul style="list-style-type: none"> • safe remote education • virtual lessons • live streaming • information to share with parents and carers to support them in keeping their children safe online 	<p>For schools delivering their remote education through live and recorded lessons, the following support is available through third-party resources:</p> <ul style="list-style-type: none"> • information portals to help schools, parents and staff deliver safe remote education: <ul style="list-style-type: none"> - Safe Remote Learning knowledge base by SGWfL - Safeguarding during remote learning and lockdowns by LGfL • live remote lessons – SGWfL article answering questions asked of the Professional Online Safety Helpline addressing key concerns from teachers

Area of Risk	Measures to Implement	DFE Guidance
Remote Education	<ul style="list-style-type: none"> • Any remote education provided should be equivalent in length to the core teaching pupils would receive in school, + include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum you should provide: <ul style="list-style-type: none"> - Key Stage 1: 3 hours a day on average across the cohort, - Key Stage 2: 4 hours a day • When developing these contingency plans, we aimed to: <ul style="list-style-type: none"> - Use a curriculum plan that allows access to high-quality online/offline resources, linked to school's expectations. - Select online tools that will be consistently used across the school, allowing interaction, assessment + feedback. - Provide printed resources for families without online access. - Think about how to support children with SEN/younger children who are unable to access remote education. • The school's remote education will be provided through 'Google Classroom' and will: <ul style="list-style-type: none"> - Provide children with meaningful work each day in several subjects - Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally. - Provide frequent, clear explanations - through high quality resources and/or teacher videos - Enable staff to judge how well children are progressing - setting a clear explanation on how regularly teachers are checking work. - have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern - Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments. - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge - avoids an over-reliance on long-term projects or internet research activities and builds in weekly 'device-free' activities - • The school distributed school-owned devices accompanied by a user agreement or contract and staff are on hand in school to support parents with technical problems. • Activities for children with SEN are provided by class teacher and also parents are signposted to school website where there are a variety of activities for children with SEN • Where single child in a class is isolating, teachers are in contact with parents to provide work. • Mrs Davies is the Remote Learning Coordinator 	<p>Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</p> <p>Safeguarding and remote education during coronavirus (COVID-19) provides guidance to help schools and teachers support pupils' remote education during coronavirus (COVID-19).</p>
Special educational needs	<p>The requirement for schools within the 2014 Children and Families Act to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.</p> <p>You should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the types of services that the pupil can access remotely.</p> <p>You can access further information on supporting pupils and students with SEND to access remote education.</p>	

Area of Risk	Measures to Implement	DFE Guidance
Estates	<p><u>Ventilation</u></p> <ul style="list-style-type: none"> • All windows and doors are to propped open for ventilation. • In cold or wet weather, doors should still be opened for 10/15 mins in every hour. • When children are out of room (for breaks) all doors and windows should be open to ensure better ventilation. • Due to size and lack of adequate ventilation, the Prayer Room will not be used for full class or group Collective Worship for the foreseeable future. The room may be used for 1-to-1 work, with the door propped open for ventilation. <p><u>Fire Safety</u></p> <p>All fire safety management plans should be reviewed and checked in line with operational changes. You should check:</p> <ul style="list-style-type: none"> • all fire doors are always operational - but will may be propped open to increase ventilation • all the fire alarm system and emergency lights have been tested and are fully operational • emergency drills will be carried out as normal (following social distancing as appropriate). Adjustments have been made to allow for social distancing <p><u>Educational Visits</u></p> <p>We are adhering to current advice – educational visits will not take place until further notice</p> <p><u>School Uniform</u></p> <ul style="list-style-type: none"> • It is stated that 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. • However, we need to take a mindful and considerate approach in how pupil non-compliance is managed, particularly in relation to parents who may be experiencing financial pressures. <p>To reduce the amount of congestion in cloakroom plus the added issue of where older children get changed for PE and Games, children will be asked to come into school on their PE days in their kit (wearing navy tracksuit bottoms and tops on colder days). This will also enable uniform to be cleaned more regularly</p>	<p>Where mechanical ventilation systems exist, you should ensure they are maintained in accordance with the manufacturers recommendations. Good ventilation with fresh air is essential at all times in classrooms and particularly during this period.</p> <p>Refer to the system of controls for guidance on keeping occupied spaces well ventilated.</p> <p>The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak.</p>
Extra-Curricular Activities and Wraparound Provision	<ul style="list-style-type: none"> • Little Gems is aiming to reopen its breakfast club on March 8th but will not be opening its after-school provision until after Easter break following advice to respond flexibly and build up over time – to ensure that bubbles can be maintained. • During the summer term, teachers may provide extra-curricular activities for their class only – once a week, e.g., nature clubs, sports clubs. It is up to teachers how they arrange their club and, if possible, this club will take place outdoors. <p>The school's sports' provider will provide a football club. This will be targeted a certain classes, so as not to mix bubbles.</p>	<p>DFE recognise challenging for schools, particularly for clubs that would normally offer support across years, where parents are using providers or childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p>

Curriculum, behaviour and pastoral support

Area of Risk	Measures to Implement	DfE Guidance
Curriculum expectations	<ul style="list-style-type: none"> • The school aims to ensure that curriculum remains broad, balanced and ambitious with all pupils continuing to be taught a wide range of subjects – certain subjects may be curtailed due to current restriction such as music (children are not allowed to sing inside.) • Develop a system of remote education so that it is integrated into school curriculum planning, where needed, and that this is of high quality, aligning as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. • In order to achieve this MFL will be suspended until September 2021 • To plan and implement Relationships and health education (RHE) ready for implementation at the start of the summer term 2021 	<p>You should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress. The key principles that underpin our advice on curriculum planning are as follows:</p> <ul style="list-style-type: none"> • Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life. • The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
Specific points for early years foundation stage (EYFS)	<ul style="list-style-type: none"> • EYFS – focus upon prime areas of learning, including communication and language, personal, social and emotional development (PSED) and physical development • EYFS - assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. • Teachers will consider how all groups of children can be given equal opportunities for outdoor learning. 	<p>For pupils in Reception Year, teachers should also Settings should follow updates to the EYFS disaplication guidance.</p>
Key Stage 1 and 2	<ul style="list-style-type: none"> • Prioritise the identification of gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. • The majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts including Music, RE and RSE. 	
Relationships, Sex and Health Education	<ul style="list-style-type: none"> • School will be publishing its Relationship and Sex Education (RSE) Policy and consulting with parents during Spring 2 Term. • School will focus this year’s RSE teaching on the immediate needs of the children (such as health education, including mental health) and will introduce a more comprehensive RSE programme in Sept 2021. 	

Area of Risk	Measures to Implement	DfE Guidance
Music, Dance + Drama	<p>Minimising contact between individuals</p> <ul style="list-style-type: none"> • Keep classes separate (in bubbles) and maintaining social distance between individuals. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other. • If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults • Take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in terms of numbers in each group. • Keep any background/accompanying music to levels which do not encourage children to raise their voices unduly. <p>Performances You should not host any performances with an audience.</p> <p>Singing</p> <ul style="list-style-type: none"> • Singing should not take place in larger groups such as choirs, or assemblies unless significant space, natural airflow and strict social distancing can be maintained. • Teachers should consider additional specific safety measures. <p>Playing outdoors Playing singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</p> <p>Playing indoors</p> <ul style="list-style-type: none"> • use a room with as much space as possible. • limit the numbers to account for ventilation of the space and the ability to social distance. • ensure good ventilation. <p>Social distancing</p> <ul style="list-style-type: none"> • ensure strict social distancing. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. <p>Seating positions Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible.</p> <p>Avoiding sharing instruments and equipment</p>	<p>You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</p> <p>Singing can be undertaken in line with this and other guidance, including guidance provided by the DCMS, available at working safely during coronavirus (COVID-19): performing arts.</p> <p>There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections. Government has published advice on safer singing.</p>

Area of Risk	Measures to Implement	DfE Guidance
Physical activity in schools	<p>PE and Games</p> <ul style="list-style-type: none"> • All PE/Games will be delivered to class bubbles. • All equipment should be thoroughly cleaned between each use by different bubbles or left unused for a period of 48 hours (72 hours for plastics). • Team sports – only play those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government. • If school hall may be used, maximising distancing between pupils and paying scrupulous attention to cleaning after use; any mats that have been used need to be cleaned using sanitiser spray. • External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities • Use of external sports coaches (refer to Supply teachers and other temporary or peripatetic teachers – above.) • Teachers should encourage children to take part on activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing. • School can use external coaches and organisations for curricular and extra-curricular activities. • Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing. 	<p>You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls.</p> <p>i.e., sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events.</p> <p>Competition between different schools should not take place until wider grassroots sport for under 18s is permitted.</p> <p>Schools should refer to following advice:</p> <ul style="list-style-type: none"> • guidance on grassroot sports for public and sport providers, safe provision and facilities, and guidance from Sport England • advice from organisations such as the Association for Physical Education and the Youth Sport Trust • guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents
Education, Health and Care Plans (EHCP)	<ul style="list-style-type: none"> • Children with EHCP will continue to receive 1-to-1 support - this support could be within class bubble. • All therapies and external support provided for children with EHC plans will continue, where possible. Visitors will follow the measure put in place by the school. • Annual reviews and assessments will continue to take place. Meeting will continue to be held virtually until advised otherwise. 	<p>The statutory duties and timescales remain in place for EHC needs assessments and reviews. At all times it is important that these continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way.</p>
Catch-up support	<p>Please refer to Report on Catch-Up Funding 2020-21 on school website</p>	<p>Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools.</p> <p>A National Tutoring Programme (£350 million) which will deliver proven and successful tuition to the most disadvantaged/vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening.</p>

Area of Risk	Measures to Implement	DfE Guidance
<p>Behaviour expectations, Discipline and Wellbeing</p>	<p><u>Behaviour</u></p> <ul style="list-style-type: none"> • The behaviour Policy has been amended in light of the need for children to behave differently when they return to school. These changes will be communicated to pupils, parents, and staff. Together with sanctions should these new rules be broken. • The consequences of poor behaviour and deliberately breaking the new rules and how they will enforce those rules including any sanctions will be shared with parents and discussed with children so that they are clearly understood and consistently supported. This is particularly the case when considering restrictions on movement within school and new hygiene rules. • Children are not allowed to linger on the school premises before or after school • All children must follow school instructions on hygiene, such as handwashing and sanitising. <ul style="list-style-type: none"> ▪ Appendix to the Behaviour Policy - which was added during shutdown - still applies. ▪ Class dojo will be used to communicate pupil behaviour to parents through points system <p><u>Re-Engagement</u></p> <ul style="list-style-type: none"> ▪ The Learning Mentor will support staff to work with children who may struggle to re-engage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. ▪ Children who are suffering from anxiety and/or bereavement will receive support from the school ELSA who may, if required, refer to outside agencies. ▪ The school attendance officer will work with families and the LA to ensure that children who have the potential to become persistent absent, attend school. <p><u>Sanctions</u></p> <ul style="list-style-type: none"> ▪ If certain children persistently refuse to adhere to the new rules, putting other children and staff in danger of infection, the school will exercise its right to exclude children. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion. This will be only used as a last resort. 	<p>Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.</p> <p>Schools should work with pupils who struggle to reengage in school and are at risk of being persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <p>Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation.</p> <p>The disciplinary powers that you normally have, including suspension and expulsion, remain in place. Expulsion should only be used as a last resort and must be lawful, reasonable, and fair. Where a pupil with a social worker is at risk of suspension or expulsion, inform their social worker and involve them in relevant conversations.</p> <p>Where a previously looked-after child or child with EHCP is at risk of expulsion, the designated teacher should speak with the child’s parent and seek advice from their virtual school head.</p> <p>You should already have arrangements in place to support attendance and engagement. Consider what additional support pupils may need to make a successful return to full-time attendance. Any disciplinary suspension or expulsion of a pupil from a school, even for short periods of time, must follow the statutory procedure. ‘Informal’ or ‘unofficial’ suspensions, such as sending pupils home ‘to cool off’ for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers.</p>

Area of Risk	Measures to Implement	DfE Guidance
<p>Pupil wellbeing and support</p>	<ul style="list-style-type: none"> • All staff to use advice and ideas provided by the New Way of Working team ‘My Happy Mind’ regularly throughout the week to help children who have experienced trauma because of the pandemic and not attending school. • Staff will hold regular circle times to address issues such as: <ul style="list-style-type: none"> - Supporting the rebuilding of friendships/relationships - Address + equip children to respond to issues linked to the pandemic - Support children with approaches to improving their physical + mental well-being. • Learning Mentor will support certain children, in particular those who have had intervention from Social Care or SEN related. She will help advice TAs if need arises. • Staff will use resources provided by DfE - relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. (As a faith school, we will also follow Diocesan advice.) • If necessary, school will use external agencies such as school nursing, Hospice of the Good Shepherd, etc. to offer any support for children whose needs are more complex. 	<p>Pupils may be experiencing a variety of emotions in response to the coronavirus outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.</p> <p>Teachers may wish to access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff.</p> <p>Wellbeing for Education Return Programme The Wellbeing for Education Return programme, provides training and resources to help school staff respond to the wellbeing and mental health needs of pupils. The training provides practical examples to support staff and pupils within a school. Local authorities have received funding to employ skilled staff to:</p> <ul style="list-style-type: none"> • deliver the training to schools • provide advice and support until March 2021. <p>Support and resources Teachers can access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff. The training module on teaching about mental wellbeing will help improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. A recording of the free webinar for school staff DfE, PHE and NHS England hosted to set out how to support returning pupils is available.</p>

Area of Risk	• Measures to Implement	DfE Guidance
Safeguarding	<ul style="list-style-type: none"> • Safeguarding Children policy will be amended to reflect return of all pupils to school. • If required, DSL and learning mentor should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. • School needs to maintain communication with school nurses (Starting Well) as it is important for safeguarding and for supporting wellbeing, as they have continued virtual support to pupils who have not been in school. • Where possible, TAF and other child protection meeting should continue remotely. However, some of the school’s more vulnerable families feel more comfortable attending meetings on school premises, in school hall, socially distanced with all attendees wearing masks/visors. 	<p>Schools must continue to have regard to the statutory safeguarding guidance, keeping children safe in education</p>