

St. Winefride's Recovery Plan and Risk Assessment

(September 2020)

The government has set out its intent and plan for all children to return to school full time from the start of September. It is based on a twin strategy of limiting contact between pupils and implementing hygiene measures.

The system of controls: protective measures

The DFE state that by following their guidance, they will effectively reduce risks in their school and create an inherently safer environment.

Schools are told that "*all elements of the system of controls are essential*", but "*the way different schools implement some of the requirements will differ based on their individual circumstances*."

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 unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school.
- 2) Clean hands thoroughly more often than usual
- 3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

The following must be properly considered and measure put in place

- 4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) Minimise contact between individuals and maintain social distancing wherever possible

The following applies in specific circumstances only

- 6) Where necessary, wear appropriate personal protective equipment (PPE)

Response to any infection

To be followed when relevant

- 7) Engage with the NHS Test and Trace process
- 8) Manage confirmed cases of coronavirus amongst the school community
- 9) 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 unwell by ensuring that those who have Covid19 symptoms, or someone in their household who does, do not attend school</p>	<ul style="list-style-type: none"> • Any adult or child with any symptoms does not come into school. • Any adult or child who has tested positive in the last 10 days* does not come into school. • If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell, they will be sent home immediately and advised to arrange to have a test. Other members of their household (including any siblings) should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). (If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.)** • While weather is mild, the outside classroom will be used as an isolation area. Child will be asked to wear a mask to help stop any further spread of virus. • In 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. • Parents to be called and told to collect child and all siblings ASAP. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. • 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. • All staff who display symptoms should access a test provided by the appropriate health care professional. • Any member of staff who has helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace. • Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. 	<p>Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. Essential measures include:</p> <ul style="list-style-type: none"> • a requirement that people who are ill stay at home • robust hand and respiratory hygiene • enhanced cleaning arrangements • active engagement with NHS Test and Trace • formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</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>*previously 7 days ** this advice has changed since July 30th</p> <p>See the COVID-19: cleaning of non-healthcare settings guidance.</p>

Area of Risk	Measures to Implement	DfE Guidance
<p>Washing hands more thoroughly and more often than usual</p>	<ul style="list-style-type: none"> ● Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. 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 - a portable washing station has been purchased. ● 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>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 at least 2 boxes per class and staff to regularly remind children of the 'catch it, bin it, kill it' approach. ● Each class to have a small bin (with lid) for tissues only. Cleaners will tie bin bag and remove each night, so any virus in tissues not released into air. ● 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"> - Indicating one-way system along main corridor - 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. - Information posters in all classrooms and toilets. 	<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>PHE does not (based on current evidence) recommend use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and education.</p>

Area of Risk	Measures to Implement	DfE Guidance
<p>Ensure enhanced cleaning, including cleaning of frequently touched surfaces using standard products such as detergents and bleach</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.) ▪ The bucket should be poured carefully down the sink by an adult and refilled regularly throughout the day. ▪ 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 ▪ Children to be encouraged not to bring toys or objects can be brought from home. ▪ 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. ▪ Cleaners will enter the building when all staff and pupils have exited and will follow advice from Edsential re/ cleaning. ▪ Bleach to be used to clean items which cannot be done with soap which then is removed by water into a sink. ▪ Any communication from teacher to cleaner should be left on the whiteboard in the classroom area at the end of each day. <p>Classrooms</p> <ul style="list-style-type: none"> ▪ Reception: Malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances. ▪ Reception: Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use (more detailed guidance on this will be included in the guide for early years providers) and where possible, children should be discouraged from sharing these. ▪ Reception: 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. ▪ All classes will have bottle of spray sanitiser and disposable clothes. ▪ 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. 	<p>Schools should consider putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</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 • It is not a requirement for different groups to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet <p>By the end of the summer term, PHE will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p>

Area of Risk	Measures to Implement	DfE Guidance
<p>Minimise contact between individuals and maintain social distancing whenever 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 3, Year 4, Year 5 + Year 6 will also have 1 TA. (Certain classes will have an additional adult we will be providing 1-to-1 support for a child.) • 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 with KS2.) • PPA staff - where possible, sports coaches + supply teachers will work with groups for full am/pm session. <ul style="list-style-type: none"> ▪ Children from 1 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. ▪ Teachers should not mix with other classes and should be timetabled to be together with a class as much as is possible. ▪ Midday to take over for lunch – certain MDA to be assigned to each bubble and they remain with this bubble. ▪ Social distancing applies with desks and movement around the building at all times. 	<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 children 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. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</p> <p>From the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</p>

Area of Risk	Measures to Implement	DFE Guidance
<p>Minimise contact between individuals and maintain social distancing whenever possible.</p>	<p style="text-align: center;">Measures in the classroom</p> <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. 2m markers will be put around teachers’ desk. Teachers should teach from the front of the class. ▪ 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 not possible at all times, 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. ▪ 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. ▪ Ventilation - 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. ▪ Use of school cloak rooms to be limited - where practical, coats can be left on the back of chairs. ▪ 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’. ▪ Classroom spaces should be accessed from a singular entrance and preferably, directly from outside if possible. ▪ Wedges to be used to keep doors open to allow greater air flow. 	<p style="text-align: center;">Measures in the classroom</p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. Ideally, adults should maintain 2 metre distance from each other, and from children. This is not always possible, particularly when working with younger children, but adults should do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils’ educational and care support should be provided as normal.</p> <p>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>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above.</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>
	<p style="text-align: center;">Measures elsewhere</p> <ul style="list-style-type: none"> • Adults should maintain a 1m+ distance from each other, and from the children. • Staff will need to limit contact with other staff members, maintain 1+m rule 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. 	<p style="text-align: center;">Measures elsewhere</p> <p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p>

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<p>Minimise contact between individuals and maintain social distancing whenever possible.</p>	<p>Staff room</p> <ul style="list-style-type: none"> • Numbers in staffroom limited to 7. (Refer to lunchtime arrangements for split lunchbreak) ▪ All staff to bring their own plates and cutlery into school – all shared cutlery will be removed. • There will be no gatherings in hall involving more than 1 class. School and KS Assemblies will be delivered remotely, through zoom and acts of collective worship will be class based. ▪ Staff should only enter the school site between 8am and 4pm as school cleaners will come into after 4pm (cleaning communal areas such as toilets first) <p>Movement around school</p> <ul style="list-style-type: none"> ▪ Other than walking to hall at lunchtime, children will not be walking around main corridors ▪ One-way system has been established. Where possible, school must be accessed via outside. ▪ All children will enter classroom and leave classroom via external entrance. <p>Toilets</p> <ul style="list-style-type: none"> • Different class bubbles should not mix together in toilets <ul style="list-style-type: none"> - Reception, year 1 and year 4 use toilet in their classroom. - Year 6 will use toilets directly opposite their room. Year 3 will also use this toilet. - Year 2 and year 5 will use the toilets in main corridor. (This is only time children will go against one-way system.) • All toilet cubicles will be numbered and children encouraged to use that particular toilet. • Children should only enter toilets 2 at a time. • 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>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>

Area of Risk	Measures to Implement	DfE Guidance
<p>Minimise contact between individuals and maintain social distancing whenever possible.</p>	<p style="text-align: center;">Measures elsewhere</p> <p>Break times</p> <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. • 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. <p>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>	<p>Outdoor equipment should only be used if:</p> <ul style="list-style-type: none"> • 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

Area of Risk	Measures to Implement	DfE Guidance				
<p>Minimise contact between individuals and maintain social distancing whenever possible.</p>	<p style="text-align: center;">Measures for arriving and leaving school</p> <ul style="list-style-type: none"> ● Arrival and collection from school will be staggered - based upon child's surname <table border="1" data-bbox="416 347 775 512" style="margin-left: 40px; margin-top: 10px;"> <tr> <td style="text-align: center;">8.45 - 9.00 – A-M</td> </tr> <tr> <td style="text-align: center;">9.00 - 9.15 - N-Z</td> </tr> <tr> <td style="text-align: center;">3.10 - 3.20 - A-M</td> </tr> <tr> <td style="text-align: center;">3.20 – 3.30 - N-Z</td> </tr> </table> ● 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. <ul style="list-style-type: none"> ▪ 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 can be left at the school gates. (For the reception children's first day at school, both parents can attend.) ▪ Parents are asked to drop their child at school and then leave the premises. We ask them not to stand and speak to friends. ▪ 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. <ul style="list-style-type: none"> ▪ ALL CHILDREN MUST WASH HANDS UPON ARRIVAL. 	8.45 - 9.00 – A-M	9.00 - 9.15 - N-Z	3.10 - 3.20 - A-M	3.20 – 3.30 - N-Z	<p>Schools should consider staggering starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing it. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice.</p>
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Area of Risk	Measures to Implement	DFE Guidance
<p>Minimise contact between individuals and maintain social distancing whenever possible.</p>	<p style="text-align: center;">Other Considerations</p> <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) ● Children with SEN - It is advised these children are prepared to return to school through the use of social stories. Parents will be directed to resources on the school website. <p>Parents</p> <ul style="list-style-type: none"> ● Parents should not enter the school building 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 send 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 + contractors who are carrying out jobs responsible for ensuring the health and safety of children and staff will be allowed but will only be allowed to work in areas where there are no children or adults. Any work across school or to take place in areas were children and staff are working, will have to take place out of school hours. ● A record of all visitors including sports coaches, peripatetic teachers and supply teachers is keep in Admin Office. This is now essential as part of the Trace and Test process. 	<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>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, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <p>Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school’s control measures and ways of working as part of planning for the autumn term. Schools should 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. A record should be kept of all visitors.</p>

Area of Risk	Measures to Implement	DFE Guidance
<p>Minimise contact between individuals and maintain social distancing whenever possible.</p>	<p>Equipment</p> <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). 	<p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term because prevalence of coronavirus has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <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. 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. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>
<p>Where necessary, wear appropriate PPE</p>	<ul style="list-style-type: none"> • Where an individual child becomes ill with coronavirus symptoms while at schools, and only then if a distance of 2 metres cannot be maintained. • 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 goggles.) ▪ 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 in close proximity to child/children, where the child has no awareness of social distancing. ▪ 	<p>The majority of staff 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 a distance of 2 metres 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>Wearing a face covering or face mask in school is not recommended. 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. This does not apply to schools.</p> <p>Read the guidance on safe working in education, childcare and children’s social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it</p>

Area of Risk	Measures to Implement	DfE Guidance
<p>Response to any Infection</p>	<p>Engage with The NHS Test + Trace Process</p> <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. ▪ 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. ▪ 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 14 days. 	<p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local PHE health protection team*</p> <p>Anyone who displays symptoms of coronavirus can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Anyone involved in education have priority access to testing.</p> <p>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. More details on new testing avenues will be shared as and when they become available and will work with schools, so schools understand what the quickest and easiest way is to get a test. It is planned that, by the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <p>The health protection team will work with schools to guide them through the actions they need to take, provide definitive advice on who must be sent home</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:</p> <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'

Area of Risk	Measures to Implement	DFE Guidance
	<p>Manage Confirmed Cases of Covid19 in school community</p> <ul style="list-style-type: none"> ▪ Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. ▪ 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 14 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 <p>* This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p>	<p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</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. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others</p>
<p>Contain any outbreak by following local health protection team advice</p>	<ul style="list-style-type: none"> • If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, they may have an outbreak, and must contact their local health protection team, who will be able to advise if additional action is required. 	<p>In some cases, it may be recommended that a larger number of other pupils self-isolate at home as a precautionary measure. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>

*August 2020 - This may change since Public Health England are being replaced by the National Institute for Health Prevention.

School Operations		
Aspect	Measures to Implement	DfE Guidance
Transport	School will not be using any coach transport for the first half of the autumn term. This will be reviewed in October 2020.	
Attendance	<ul style="list-style-type: none"> Parents need to be made aware of fact that it is their duty to secure their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age and schools must communicate clear and consistent expectations around school attendance to all families. Communication sent out to parents prior to September return are clear and consistent outlining the expectations around school attendance to families - visits from years 2 - 5 and end of year letter will outline this. Additional catch-up funding schools may be used to boost existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance. It is the school's responsibility to record attendance and follow up absence. The Attendance officer needs to ensure that attendance is recorded, and all absences are followed up with phone calls or letters - need to work with families to encourage attendance. Persistent absentees - sanctions available include FPN in line with LA codes of conduct 	<p>In March 2020, when the coronavirus outbreak was increasing, the DfE made clear no parent would be penalised or sanctioned for their child's non-attendance at school.</p> <p>Now the circumstances have changed, and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</p> <p>Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p>
Pupils and families who are anxious about returning to school	<ul style="list-style-type: none"> Schools need to work with these families to encourage them to allow children to return. This could be through visits to school or a flexible return to school. Schools should make it clear to parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc). Schools should discuss concerns of parents with children with significant risk factors and provide reassurance of the measure's schools have put in place to reduce risk. Meetings should be arranged with parents and children. Pupils who may be reluctant/anxious about returning have been identified - and staff alerted. Targeted invitations were set out to these children to attend half day sessions. School may use the additional catch-up funding schools will receive, as well as existing pastoral, resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance 	<p>All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus, including those from BAME backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</p> <p>The DfE will issue further technical guidance for schools to record attendance and absence, including what data schools will be asked to return to the department.</p>

Aspect	Measures to Implement	DfE Guidance
Pupils who are shielding or self-isolating	<ul style="list-style-type: none"> • Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, teachers expected to be able to immediately offer them access to remote education. Teachers should monitor children’s engagement with this • Where a child is unable to attend school because they are complying with clinical and/or public health advice, schools are expected to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity. • Where children to attend school as parents are following clinical and/or public health advice, absence will not be penalised. 	<p>Much more is now known about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:</p> <ul style="list-style-type: none"> • a small of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus • Shielding advice was paused on 1 August, subject to a continued decline in the rates of community transmission of coronavirus. This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding • if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). • Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - ‘shielding’ guidance for children and young people
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 September. • All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. • 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 • Staff will return to wearing ‘work’ clothes when teaching children from September. • 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. 	<p>Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced</p> <p>As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings. Rates of community transmission of coronavirus are now reduced to levels below those seen when shielding was introduced, and with the exception of local lockdowns where shielding will continue, shielding was paused on Aug 1st. It is therefore appropriate for teachers and other school staff to return to their workplace setting.</p>

Area of Risk	Measures to Implement	DFE Guidance
Staff who are clinically vulnerable or extremely clinically vulnerable	<ul style="list-style-type: none"> • Following change of advice on 1st Aug, most staff should be able to return to the workplace, but most at risk categories need to take particular care while transmission rates continue to fall. • Clinically vulnerable staff can return to school in September. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. • The clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace and follow the system of controls outlined in school risk assessment. • Both groups should observe good hand and respiratory hygiene, minimise contact and maintain social distance – preferably 2m but where this is not possible maintain face to face contact and minimise time spent within 1 m of others. • Staff who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. • Where possible, there should be additional flexibility around how these staff are deployed - can staff be placed in roles where it is possible to maintain social distancing. • Pregnant women are in the ‘clinically vulnerable’ category, and are generally advised to follow the above advice, which applies to all staff in schools. Employers should conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW) 	<p>Shielding measures paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. Therefore, we advise that those who are clinically extremely vulnerable can return to school in September 2020 Advice for those who are clinically vulnerable and extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.</p> <p>The Royal College of Obstetrics and Gynaecology (RCOG) has published occupational health advice for employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it.</p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people’s occupation and care home residence. These staff can return to school in September as long as the system of controls set out in this guidance are in place.</p> <p>While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children.</p>
Employer health and safety and equality duties	<p>Supporting Staff</p> <ul style="list-style-type: none"> • Continuous education - Teacher planning needs to be transferrable so that, in the event of a local lockdown or a child unable to return to school, teaching/learning can be carried on remotely. Teachers will not be expected to prepare and provide two separate versions of planning to cater for children in school and at home. • It is important that any changes do not lead to unnecessary and unmanageable workload burdens. Schools could draw on DfE’s workload reduction toolkit to review of existing practices. • All measures that are proposed to be put in place for September re-opening should be explained to staff and, where possible, all staff should be involved in the process • Regular communication with staff to ensure that their mental and physical health is being considered – this may be through talking, staff meetings, social events and, if available, providing support packages, where available. • Any member of staff feeling suffering from anxiety, should seek advice from GP. 	<p>Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.</p> <p>All employers have a duty of care to their employees (including their work-life balance and mental health). Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available.</p> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>

Area of Risk	Measures to Implement	DFE Guidance
Employer health and safety and equality duties	<p>Staff deployment – refer to section above on Staff who are clinically vulnerable or extremely clinically vulnerable.</p> <p>Recruitment Recruitment must continue as normal. However, schools need to be creative when organising lesson observations. HR currently recommend that physical lessons observations do not take place.</p> <p>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.</p> <p>Staff taking leave</p> <ul style="list-style-type: none"> • Currently regulations state that when taking holidays abroad in certain countries, staff may have to quarantine for 14 days on their return. Staff need to be aware that they are expected to be available to return to work on 1st September 2020. CW&C HR recommend that any holidays abroad booked prior to March 2020, where the staff member has been unable to obtain a refund, are looked upon favourably. • Staff need to be aware that there is a risk involved in travelling abroad, return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus, such as the potential for reinstatement of lockdown measures in the place they are visiting. In addition, staff could have to quarantine during term time. School leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home. If this is not possible, particularly if the holiday was booked after the lockdown, HR advise that staff take leave without pay. Governors will look at each case individually. 	<p>Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term.</p> <p>Teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where 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. Again, 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 offer.</p> <p>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <p>The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK.</p>
Employer health and safety and equality duties	<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>	<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>

	<ul style="list-style-type: none"> • The peripatetic music teacher will continue to offer Musical instrument lessons. However, following advice re/use of instruments will be followed rigorously. The school piano will need cleaning between lessons – given timing of lesson, this will be responsibility of piano teachers • 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> <ul style="list-style-type: none"> • 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. • 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. • 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. 	<p>Use 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>
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. • TAF and other child protection meeting should continue remotely, or be organised off the school site to ensure social distancing of all present (i.e. in larger rooms in Neston Community Centre) 	<p>Schools must have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</p>

Area of Risk	Measures to Implement	DfE Guidance
Educational Visits	<ul style="list-style-type: none"> • Overnight stays are advised against for the foreseeable future. School to work with outdoor education centres to organise alternative dates later in academic year. • To ensure that children are receiving a broad and balanced curriculum, schools can resume non-overnight domestic educational visits. However, these can only take place through keeping children within their bubble, and the coronavirus secure measures in place at the destination. This might not be possible financially as visits usually shared between 2 classes to keep cost down. • School should look to use the local environment – the school grounds, the Neston area such as the Wirral Way - to support delivery of the curriculum. • As normal, school will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely but, in addition, we will need to consider what added control measures need to be used and ensure they are aware of wider advice. • Swimming – swimming lessons will not take place during the autumn term due to the additional number of risks such as the coach being used immediately after each bubble by another bubble -there will be no time to clean. Also, current uncertainty over the opening of the recreation centre. 	<p>DfE continue to advise against domestic (UK) overnight see coronavirus: travel guidance for educational settings.</p> <p>Schools should consult the health and safety guidance on educational visits when considering visits.</p>
Estates	<ul style="list-style-type: none"> • 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. • For the foreseeable future, the Learning Zone will be used as additional class area for year 6 (with TA support) due to class size above 32 and smaller room. • Where possible, workstations for other children requiring 1-to-1 support will be located outside main class to ensure class bubble stays intact. • All other SEN support will take place in classrooms to ensure class bubble. • As well as all windows open, all possible internal and external doors to be propped open (where it is safe to do so) – to ensure greater ventilation. This will need reviewing during colder weather. • Year 3 will have a portable wash station, immediately outside their classroom - all other classes have access to wash basins. • Up to date Legionella checks to be carried out – in light of reduced occupancy during the coronavirus outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. 	<p>Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of individual schools, based on their particular circumstances.</p>

Area of Risk	Measures to Implement	DfE Guidance
Catering and lunchtime rotas	<ul style="list-style-type: none"> ● School lunch will take place over 2 sittings. <ul style="list-style-type: none"> - FS + KS1 – 11.45am – 1pm - KS2 – 12.15pm – 1.30pm <p>NB/this means that MDA will be split and work 2 sittings. Their hours will remain the same.</p> <p>First Sitting – 11.45am – 1pm</p> <ul style="list-style-type: none"> ● All Reception and KS1 children will eat in school hall. ● Six (12 seats) tables to be set out (plus 1 extra blue table at end of 3 tables) – 2 tables for each year group with larger gap between each bubble. ● Three MDA to supervise their class group. (plus 1-to-1 MDA) ● Children will have to stay seated until all class group have finished meal. MDA will then take them either out to sectioned part of playground or back to class. (Any very slow eaters will have to move to side tables to finish meal.) ● MDA to stay with class until end of lunch at 1pm. <p>Second Sitting – 12.15pm – 1.30pm</p> <ul style="list-style-type: none"> ● At 12.15pm, children to go out to play until 12.30/40pm. ● Hot dinner and Year 4 packed lunch will eat in dining room (Year 4 are in mobile classroom) ● Six (12 seats) tables to be set out (plus 1 extra blue table at end of 2 tables) with larger gap between each bubble. <ul style="list-style-type: none"> - 1 table (12) + 1 small blue (3) for years 3 + 5, - 2 tables (12) for years 4 + 6 ● Year 4 MDA and additional MDA (Dining Room Supervisor) will supervise children to ensure that bubbles do not mix. ● KS2 packed lunch children in years 3, 5 + 6 will eat their lunch in their classroom (Desks will have been wiped by children and staff prior to lunch and will be wiped by MDA after lunch.) ● Children will have to stay seated until all class group have finished meal. MDA will then take them either out to sectioned part of playground. If weather bad, the children will stay in their classroom. (Any very slow eaters will be sent to hall to finish meal.) ● MDA to stay with class until end of lunch at 1.30pm. <p>Between 12.15 – 12.30pm – Dining Room Supervisor will start at 12.15pm to thoroughly clean (bleach) tables and seats.</p> <p>Staff Lunch Break</p> <ul style="list-style-type: none"> ● The split lunch hour will mean that staff will have slightly different lunch times. This will help with social distancing in staffroom. 	<p>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</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>

	<ul style="list-style-type: none"> • Staff are been advised to socially distance in staffroom - i.e. only sit in every 2nd chair. This means that only 6 can sit in the staffroom at lunch. Those members of staff on 1st sitting (Reception + KS1) need to have left staffroom by 12.45pm, so staff from 2nd sitting can have lunch (KS2). 	
Area of Risk	Measures to Implement	DfE Guidance
Extra-Curricular Activities	<ul style="list-style-type: none"> • Little Gems is aiming to reopen its breakfast and after-school provision at the autumn term (w/b 7/10/20) following advice to respond flexibly and build up over time. • During the autumn term, teachers will be asked to provide extra-curricular activities for their class only – once a week, e.g. nature clubs, sports clubs, homework clubs. It is up to teachers how they arrange their club. 	<p>Schools should consider resuming any extra-curricular activities. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, provide enrichment activities, and also support working parents.</p> <p>DfE recognise logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where 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 children within their year groups or 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>
School Uniform	<ul style="list-style-type: none"> • All children will be requested to return to school in September in their school uniform as per DfE advice. This will help ensure that children who have been attending ‘child-care’ realise that school has returned to ‘normal.’ • 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. • 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>The DfE would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</p>

Curriculum, behaviour and pastoral support

Area of Risk	Measures to Implement	DfE Guidance
Curriculum expectations	<ul style="list-style-type: none"> • Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. • Aim to ensure that curriculum remains broad and balanced 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. • The school's normal curriculum in all subjects will be resumed by summer term 2021. • To plan and implement Relationships and health education (RHE) ready for implementation at the start of the summer term 2021 	<p>The DfE asks that schools meet the following key expectations if considering revisions to their school curriculum for 2020/21</p> <ul style="list-style-type: none"> • Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later, for example through an emphasis on reading • Aim to return to the school's normal curriculum in all subjects by summer term 2021: • 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. • Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021
Plan on the basis of the educational needs of pupils	<ul style="list-style-type: none"> • During autumn 1, teachers to assess pupils (not formally) to ascertain where gaps exist in children's learning and develop a plan to address these gaps. • Use of White Rose Maths and Pathways to Write Catch-up Programmes, (the latter is very topically based around Black Lives Matter) – both programmes have been designed to begin to bridge gaps in children's learning. 	<p>Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.</p> <p>Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021</p>
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. 	<p>For pupils in Reception Year, teachers should also Settings should follow updates to the EYFS disapplication guidance.</p>

	<ul style="list-style-type: none"> Teachers will consider how all groups of children can be given equal opportunities for outdoor learning. 	
Area of Risk	Measures to Implement	DfE Guidance
Specific points for early years foundation stage (EYFS) to key stage 2	<ul style="list-style-type: none"> KS1 + KS2 - prioritise identifying 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. KS1 + KS2 - majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts including Music, RE and RSE. KS1 + KS2 – PE and Games – outdoor sports should be prioritised, where possible, or activities in the school in the school hall or activities like table tennis in the classroom. Child will keep in their bubble and sports equipment thoroughly cleaned between each use by different individual groups, and contact sports will be avoided. <p>Teachers will encourage 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.</p>	<p>There may an additional risk of infection in environments where you or others are singing, chanting or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk when pupils are singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Further detailed DfE guidance will be published shortly.</p> <p>Outdoor sports should be prioritised where possible, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> * Guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport * Advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p>
Physical activity in schools	<ul style="list-style-type: none"> 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). All contact sports to be avoided 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.) 	<p>Schools should refer to following advice:</p> <ul style="list-style-type: none"> * guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport * advice from organisations such as the Association for Physical Education and the Youth Sport Trust

	<ul style="list-style-type: none"> 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. 	
Area of Risk	Measures to Implement	DfE Guidance
Develop remote education so that it is integrated into school curriculum planning	<ul style="list-style-type: none"> To work with staff considering how to continue to improve the quality of their existing offer for remote education and have a strong contingency plan in place for provision by the end of September which will enable continuity of education where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home. When developing these contingency plans, we need to bear the following in mind: <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 should <ul style="list-style-type: none"> plan a programme that is of equivalent length to the core teaching children would receive in school, ideally including daily contact with teachers Provide children with meaningful work each day in a number of 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. <p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments.</p>	<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>DfE has produced a quality assured list of remote education resources which are available to schools and parents for free over the summer term. Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the EEF's COVID-19 support guide for schools</p> <p>Oak National Academy are making video lessons covering the entire national curriculum, available to any school for free. Oak Academy also provides specialist content for children with SEN.</p> <p>Government-funded access to one of two free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through The Key for School Leaders. The Key also provides feature comparison and case studies on how schools are making the most of these platforms.</p>
Catch-up support	<ul style="list-style-type: none"> Explore the quality assured list of remote education resources provided by the DfE - which could be used as homework to consolidate what is being studied in school. (Catch-up funding can be used to buy into these schemes of work.) 	<p>A one-off grant of £650 million (paid in 2020/21) will be shared between schools to support children to 'catch up' and support schools to rise to the challenge. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools.</p> <p>For pupils with complex needs, schools encouraged to spend this funding on catch-up support to address their individual needs. We will set out how this funding will be distributed between individual schools shortly.</p> <p>A National Tutoring Programme (£350 million) which will deliver proven and successful tuition to the most disadvantaged/vulnerable young people,</p>

		accelerating their academic progress and preventing the gap between them and their more affluent peers widening.
Area of Risk	Measures to Implement	DfE Guidance
Behaviour expectations	<ul style="list-style-type: none"> • The behaviour Policy will be 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 will be spoken to be HT and parents informed immediately if children break any of the following rules, deliberately: <ul style="list-style-type: none"> • On arrival at school, not going straight into their classes. • At the end of the day, not going straight home or leaving school premises immediately. • Not playing football or on play equipment before and after school. • If any of the above occurs because parents are talking to other parents in the playground, a member of the SLT will speak to parents immediately and ask them to leave the premises. • Follow school instructions on hygiene, such as handwashing and sanitising. • Follow instructions on whom they can socialise with at school, i.e. other children in their own bubble only. (Dependent upon their age and level of understanding) • Following rules regarding movement round school as per specific instructions • Follow expectations about sneezing, coughing, tissues, and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands. • Tell an adult if you are experiencing symptoms of coronavirus • Children who do not follow strict rules will be given two warnings. If they continue to disobey the strict rules on social distancing and or hygiene routines, parents will be contacted, and pupil may be sent home. <ul style="list-style-type: none"> ▪ Children are not to be inside the building alone at any time ▪ Children who refuse to stay in assigned classroom/section of the playground etc. – parents will be contacted, and pupil may be sent home. ▪ 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>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>Schools should consider updating their behaviour policies with any new rules/policies and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at Behaviour and discipline in schools.</p> <p>The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.</p>

	<ul style="list-style-type: none"> ▪ The Learning Mentor will support staff to work with children who may struggle to reengage 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. ▪ 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. 	
Area of Risk	Measures to Implement	DfE Guidance
Pupil wellbeing and support	<ul style="list-style-type: none"> • All staff to have watched the webinar provided by the New Way of Working team giving advice on supporting children who have experienced trauma as a result of the pandemic and not attending school. • All staff to use 'My Happy Mind' regularly throughout the week to help children. • 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. • Use of a 'break out' space inside library (bean bags to be wiped down every night, low lighting, fairy lights etc.). • Learning Mentor will support certain children, in particular those who have had intervention from Social Care or SEN related. She will help advise 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. • New Starters (reception) will be having a longer induction period. Children will be split into 2 groups and attend a week of either mornings or afternoons and the following week switch session. By week 3, we are hoping all children will be settled. 	<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. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p> <p>DfE training module on teaching about mental wellbeing, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It was published early given the importance of supporting pupils' mental health and wellbeing at this time.</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>