WRENBURY PRIMARY SCHOOL

**Recovery Plan and Risk Assessment March 2021**

This Risk Assessment is written and informed by the guidance issued by the DFE in February 2021; ‘Schools coronavirus (COVID-19) operational guidance.’ Further informed by Public Health England endorsed advice and the latest SAGE, (Scientific Advisory Group for Emergencies) advice. It draws upon the knowledge and experience gained by the school team since the start of lockdown on March 23rd 2020 and the management and control measures that have developed following the expansion of numbers in school on June 8th 2020 and the full return to education from September 2020 to December 2020. This risk assessment considers what measures our school needs to protect the health and safety of all:

* Staff
* Pupils
* Visitors
* Contractors

The key guidance can be viewed by clicking here:   
<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf>

As part of planning for full return on March 8th 2021, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity on March 8th 2021. Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.

Schools must be sure they are following the system of controls to minimise the risk of infection, including:

* Plan for asymptomatic testing.
* have a contingency plan in place for outbreaks in your school or changes in restrictions
* communicate any changes in your processes to parents

**Overarching Guidance for all staff:**

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces).

Following the public health advice released in February 2021, schools should be implementing the system of controls which creates a safer environment for pupils and staff where the risk of transmission of infection is substantially reduced. The way to control this virus is the same, even with the current new variants. We are further strengthening the measures, to provide more reassurance and to help decrease disruption the virus causes to education.

**System of controls**

This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below. By following the system of controls, you will support the reduction of risks within our school and create an inherently safer environment. These additional measures will be reviewed in partnership with staff, the HSE and informed by government directives to decide whether evidence suggests that these measures can be eased ahead of the summer term.

**Prevention**

**You must always:**

1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.

2) Ensure face coverings are used in recommended circumstances. In Wrenbury this is at all times in communal areas and staff have the discretion to wear a mask within class if social distancing is not possible.

3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.

4) Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach.

5) Maintain enhanced cleaning, including cleaning touched surfaces often, using standard products such as detergents.

6) Consider how to minimise contact across the site and maintain social distancing wherever possible.

7) Keep occupied spaces well ventilated.

**In specific circumstances:**

8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.

9) Promote and engage in asymptomatic testing, where available.

**Response to any infection**

You must always:

10) Promote and engage with the NHS Test and Trace process.

11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.

12) Contain any outbreak by following local health protection team advice.

**For Staff these principles transform to:**

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing your manager) and access a test as soon as possible.
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the ‘catch it, bin it, kill it’ approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach...
6. Follow the whole school cleaning regime and work as a whole school team to maintain cleanliness
7. Continue to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it’s understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
8. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
9. Help your class to follow the rules on hand cleaning, not touching their faces, ‘catch it, bin it, kill it’ etc. including by updating your classrooms displays with posters.
10. Prevent your class from sharing high use equipment and resources (like stationary). Within Classes from March some resources such as books and games can be

shared.

1. Any resources which are shared between bubbles should be cleaned thoroughly between each use or rotated to allow for them to be left unused for a period of 48hours (72 hours for plastics) before being used by the next class.
2. Keep your classroom door and windows open if possible, for air flow. Ventilation is a key preventative measure in our school.
3. Limit the number of children from your class using the toilet at any one time.
4. Strictly limit your contact with other staff members, and don’t congregate in shared spaces, especially if they are small rooms.
5. Make sure you’ve read the school’s updated behaviour policy and know what role in it you’re being asked to take.

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| **Aspect** | **Measures to Implement** | **DfE Guidance** | **Notes** | **Risk** |
| **Staffing including communication** | * Red, amber, green RA to be carried out weekly for staff to ensure their mental and physical health is taken into account. * Personalised support packages and interventions for staff if required * Home working where possible * Admin teams: One person in the office at one time. (Tues/Thu ams only when 2 admin in school – bubble). Normal working in office. Limit contact with other adults | * Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. |  | H |
| **Staffing** | * Staff assigned to different cohorts/bubbles of pupils to remain the same for the duration of the need for preventative measures. * Minimal movement of staff between bubbles * MDAs – oversee zoned ‘bubbles’ with support of T/TA for lunchtimes.  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Primary** | **T** | **TA where needed** | **Breaks** | **Lunch** | **PPA** | **Who** | | **Little Wrens** | **LT** | **SA** | **LT/SA** | **LT/SA** | **✓** | **BC Th pm (SA)**  **LSC Fr pm** | | **YR/1** | **VD** | **AW/ES** | **VD/AW/**  **ES** | **VD/AW/**  **ES** | **✓** | **ES/AW Thur pm** | | **Y1/2** | **CMK** | **EG** | **CMK/EG** | **CMK/EG** | **✓** | **LSC** | | **Y3/4** | **GL** | **JD 1:1**  **SCx2pm** | **GL/JD** | **GL/JD** | **✓** | **LSC** | | **Y4/5** | **RC** | **CW 1:1** | **RC/CW** | **RC/CW** | **✓** | **LSC** | | **Y6** | **LP** | **SCx5am**  **&3pm** | **LP/SC**  **DB (M-Th)** | **LP/SC/**  **DB (M-Th)** | **✓** | **LSC** | | Keep cohorts together where possible and:   * ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days * ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff. * Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals 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. | Supervision during toilet needs – therefore TA in each class | M |
| **Pupils** | All pupils return to own Base with designated staff to reduce contacts  Play and learn in distinct bubbles   |  | | --- | | **Associated classes** | | Little Wrens and Base 1 are linked – continuous provision/ shared EYFS area |   **Uniform**  Pupils to return to wearing uniform on March 8th 2021 – on PE day’s pupils are to arrive in kit to avoid additional bags/kit in school and the need to change.  Belongings: small bag; lunch box; labelled water bottle only | * 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 * Schools are encouraged to maintain distinct pupil groups or ‘bubbles’ that do not mix to limit the number of pupils and staff in contact with each other. This also makes it easier to identify those who may need to self-isolate in the event of a positive case of coronavirus. * All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. * In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles/Pods within their system of controls and increase the size of these groups**.** * It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. * 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. |  | H |
| **Behaviour Policy** | * Children who do not follow Code of Conduct will be given two warnings. If they continue to disobey the strict rules on social distancing and or hygiene routines and are potentially deemed to put others at risk, then the leadership team may ring parents and that pupil may be sent home. * Children are not to be inside the building alone during lunch time or dinner time unless they have requested the toilet. This will be supervised. * [See addendum](file:///C:\Users\sch8752225\Desktop\CORONAVIRUS\Prep%20for%20returning\Behaviour%20policy%20Appendix%204.docx) to the school’s Behaviour policy * [See addendum](file:///C:\Users\sch8752225\Desktop\CORONAVIRUS\COVID19%20-%20Safeguarding%20policy%20addendum%2005.20.docx) to the school’s Safeguarding policy * Individual Risk Assessments completed for pupils with known personal behaviour management issues RAMP | * 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.   In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you’ll need to make changes to your behaviour policy. Behaviour policy changes will need to be communicated to pupils, parents and staff before September opening  Areas schools may wish to add to their behaviour policy are:   * following any altered routines for arrival or departure * following school instructions on hygiene, such as handwashing and sanitising * following instructions on who pupils can socialise with at school * moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing) * 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 * rules about sharing any equipment or other items including drinking bottles * amended expectations about breaks or play times, including where children may or may not play * use of toilets * clear rules about coughing or spitting at or towards any other person * clear rules for pupils at home about conduct in relation to remote education * rewards and sanction system where appropriate   Identify any reasonable adjustments that need to be made for students with more challenging behaviour. | Further guidance referenced:  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf>  **Behaviour, discipline and wellbeing**  Your policies should set clear, reasonable and proportionate expectations of pupil behaviour. Further information on behaviour and discipline in schools is available. Set out clearly the consequences for poor behaviour and deliberately breaking the rules. You should also set out how you will enforce those rules including any sanctions, especially for any restrictions on movement within school and new hygiene rules | M |
| **Actions✓completed**   * **Requirement: Pupils to wear clean school uniform each day from 8th March 2021; pupils wear shoes that they can put on, fasten/unfasten and take off themselves Should they need to. Children wear PE kit and trainers to school on days when have PE lessons** * **No bags to be brought in other than plastic wallet type bag.** * **No PE bags to be brought into school –** * **Water bottle / lunch boxes brought to school daily – washed at home at night.** * **Stationery / pencil cases supplied by school for each child and kept in school** * **Coats kept in cloakroom area on labelled pegs.** | | | |  |
| **PPE** | * Teachers to wear a facial covering on site – including meet and greet and handovers to parents) - when in close contact with pupils, with very close face to face distance eg first aid * Teacher should not wear gloves unless directed to do so in medical emergencies OR changing a child. * Staff given training and documented information on safe removal and application of PPE masks and other equipment. (completed 2 June 2020) * Children to be taught how to safely remove and apply masks and how to store them safely, if a mask is needed eg child arrives in face mask and requests to remove it in class. * Continence issues and soiling should not be dealt with by bubble staff unless where a child wets themselves and is able to change out of their wet clothes, wipe themselves down and redress with T/TA verbal guidance only or supported by a staff member in full PPE. For soiling, parent should be rung immediately, and children sent home to be changed unless an individual risk assessment written with agreement of actions by parent, teacher and SENDco is in place for child with regular incontinence issues. If parent cannot be contacted, the HT will change the soiled child, wearing PPE. * Each classrooms and isolation room has own stock of PPE in Covid 19 boxes. * Store of PPE with HT (meeting room). HT/Admin to monitor classroom stocks and ensure sufficient stock in school | * The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: * Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way * If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn * Area needs to be thoroughly disinfected once Covid case has left and waste double bagged, left for 72 hours before disposal via normal waste. Public areas/areas of low transmission clean in normal manner   Reference to PPE in the following situations means:   * fluid-resistant surgical face masks * disposable gloves * disposable plastic aprons * eye protection (for example a face visor or goggles)   The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is as follows:   * a face mask should be worn if a distance of 1+ metres cannot be maintained * if contact is necessary, then gloves, an apron and a face mask should be worn * if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting, then eye protection should also be worn * When PPE is used, it is essential that it is used properly. | This section further informed by June 20th updated guidance on PPE in educational settings:  <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>  Doctor explained that transmission rates for children under Year 5 were lower and therefore a facial covering was not needed. Also, that younger children do not have the discipline to comply. Reception pupils a third less likely to contract the virus and no evidence of primary pupils giving it to adults.  **Staff received ‘First Aid during Covid-19’ training 2 June 2020** | **H** |
| **Actions✓completed**   * **Covid 19 boxes in all classrooms containing face masks/aprons/gloves/face shields and further stock has been purchased. Surgical and washable face masks have been supplied for staff. Staff can use their own face mask if preferred. In addition, staff have a school purchased bum bag to wear daily containing apron, gloves, face masks, tissues, wipes, plasters for duties** * **Staff to revise donning and doffing of PPE before return to school in March 2021** | | | |  |
| **Class ‘Bubble’ Size and Groups** | * Little Wrens – maximum 15 * YR/1 – maximum of 30 (28) * Y1/2 – maximum of 30 * Y3/4 – maximum of 30 (28) * Y4/5 - maximum of 30 (28) * Y6 – maximum of 20 (20) * Zoning of school for playtime, learning and toilets: Base bubbles should remain apart for whole day * Social distancing applies where possible inside the classroom. Consider positioning of desks and movement around the building at all times. Distancing aims to be 1m+ at all times. * Staff ratios for EYFS remain. | * 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. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can 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. * 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. * Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils 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. |  | **M** |
| **Actions✓completed**   * **Bases set up for return to full class teaching: table spacing; unnecessary furniture cleared and stored in School House** | | | |  |
| **‘Classroom Bubbles’** | * Children in ‘Base bubbles’ should remain apart from each other for the entire day * Teachers should not mix with other ‘bubbles’ and should be timetabled to be together with a ‘bubble’ as much as is possible. * Where two staff members in a bubble; shared duty for breaks and lunchtimes * Children should not mix with other bubbles at playtime * Playtimes and lunch times should be with one designated midday/support assistant/teacher who serves and watches the children. * Lunchtimes are 1 hr long; 12-1pm. Lunchtimes split into two halves: lunch- eating and play or vice versa to avoid bubbles mixing at any time. Timetable in place (appendix) * 4 middays to undertake the midday clean of toilets and / or ½ hr play supervision of a Base. (appendix) * Hall used for Base 1 lunch time only: children served at table to restrict movement. Serving hatch not used. | Keep cohorts together where possible and:   * Ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days * Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days. * Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day. * 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. | Collection and drop-off points need to be considered carefully.  One way system from MUGA entrance to 5 drop off /collect zones –  B4; B3; LWrens/B1; B2 and B5 separate drop off zones (Y3/4 and Y1/2; LW/YR/1; Y6; Y4/5) entrances).  ENCOURAGE PARENTS TO LEAVE CHILDREN ON BACK YARD TO MAKE OWN WAY TO BASE. PARENTS TO LEAVE BY FRONT PEDESTRIAN GATE.  Note – as enter EYFS outdoor area; the area has been divided into two distinct zones – LW and YR/1  Floor Markings to indicate 2m distancing at drop off / collection zones  Exits should parents take child to Base entrance– 2 exit points: B3 and B4 through front pedestrian gate; All others through gate between school house and main building | M |
| **Actions**   * **Tables returned to each teaching base and spaced out. All unnecessary furniture still to be removed to allow more space for movement.** * **Excess furniture to be stored in school house, where possible.** | | | |  |
| **Physical Building** | * Doors to be propped open at all times, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation, including toilet doors. Entry to B2/3 toilets to have only partial opening to allow privacy at urinal. * All windows to be opened first thing in morning and at least one window left open throughout the day when possible; external doors opened during playtimes to allow for 15 mins + of full ventilation. * Cloak pegs to be used for B2, 3 4 and 5 – half of class to keep space between coats; half class – coats on pegs. Coats not to be brought in if weather is good. Cloak pegs to be used for LW/B1 if weather inclement and coat brought. * Children discouraged from bringing anything from home that is unnecessary. Only a water bottle and coat and lunch bag will be required if necessary. Discourage the bringing of rucksacks or book bags. Plastic zipped wallets provided. * Classroom spaces will be accessed from a singular entrance and preferably, directly from outside if possible. All ‘Base bubbles’ will access and exit the school building through separate entrances except EYFS groups (Little Wrens/ B1) – their arrival and departure times will be staggered by surname. * One way circulation to be implemented for corridors: B1, B2, B3 and B5 using any part of internal building corridor. These bases will not cross at any time. * Hall will only be used at lunchtimes from 12-12.30pm by Base 1; if used for a lesson – teacher to book hall session and check staggered playtimes to avoid being in corridor at same time as another base/bubble * All ‘Base bubbles’ limited to their own classroom areas or designated outside areas at all times.   **Outdoor Space**   * 4 different designated areas (field and hard surface), allocated for playtimes / lunchtimes – rota * LW; B1 and B2 to use back yard, ½ back field, forest area, school house garden and hard core area for outdoor learning- **timetabled** * B3, 4 and 5 to use front of school garden, school field (zoned) and ½ back field and front yard for outdoor learning - **timetabled** * Where lessons and weather permit, learning is to take place outside, teachers should use outdoor education wherever possible. * Outdoor equipment, however, should not be used unless sufficient cleaning of the equipment can be completed after any activity. Equipment that can be used will be stored in teaching areas. * Children are not to enter the building alone during break time unless for the toilet. After toileting they must go straight back outside.   **Nursery / Reception classroom - Changes.**   * Remove all non-essential objects/toys * Redesign classroom space in Little Wrens nursery to allow for 15 children to sit on carpet and provide ‘play-stations’ within room and additional covered indoor space. * Redesign classroom space in B1 to ensure physical seating spaces allows for pupils to sit 1m+ apart at tables or when sitting on carpet / outside marked by washable floor spots   **All other Bases (B2-5)**   * Single tables facing forward or at slight diagonal (still forward facing) with as much available distance between tables * Two children sit per table to allow both to face forward * Channels for the teacher to be created behind the desks for teachers to move. * All furniture not being used is to be stored in school house, including soft furnishings which cannot be cleaned (school house).   **Other Spaces**  **Kitchen serving area**   * All paid for /FSM meals to be served already plated up and delivered to the classrooms by kitchen staff or hall (B1). * Pre-paid snack (Parentmail) will be available; made to order and distributed to classroom by kitchen staff. No handling of money.   **Hall**   * **Indoor PE – avoid if at all possible**. If weather inclement – hall to be used. Timetabled PE for 1 class only per afternoon B1-5 * Additionallearning space. Floor must be mopped after use. * [**OOSC**](file:///C:\Users\sch8752225\Desktop\HEADTEACHER\13.%20CORONAVIRUS\SEPTEMBER%20OPENING\For%20LA%20and%20govs\THE%20NEST%20OOSC%20%20Risk%20Assessment%2007%202020.docx) – breakfast club and after school club; to be mopped after use. * If a bubble classroom needs to be emptied for a deep clean. Children to be relocated to hall. * If need to deep clean a room, Base will be relocated to hall   **Staffroom**   * Used for additional office – Tues/ Thurs mornings - desk in corner   or PPA. PPA can be taken at home with SLT agreement.   * Limited staff seating numbers -3 at any one time; spaced around room * Handwashing protocols in place prior to using boiler and/opening fridge. Staff have own mugs/lidded cups.   **School House**   * Porch – isolation room; should it be needed – no other use   **Signage and hand sanitation stations**   * Signage for movement around external building for parents. One way system for drop off and collections – 2m spacing on one way system; communicated to parents prior to children returning. 2m social distancing signs put in prominent places. * Hand sanitising posters and washing hands posters up in school (at Hand washing stations at sinks/basins in classrooms and in toilet areas). All base and LW have access to a hand sanitiser either in teaching base or just outside door. Where not in classroom, have access to handwashing facility in room.   **Outdoor Space**   * Separate areas allocated for each class. * School House grounds, front of school lawns and Forest Club area provide additional outdoor learning/play space to allocated areas. * Where lessons and weather permit, learning is to take place outside, teachers should use outdoor education wherever possible. * Outdoor equipment, however, should not be used unless sufficient cleaning of the equipment can be completed after any activity. * Children are not to enter the building alone during break time unless for the toilet. After toileting they must go straight back outside.   **Security**   * MUGA gate and gate between school house and main building to be unlocked at 8.40 and locked each morning at 9.05; to remain locked throughout day until 3.15pm. To relock site at 3.40pm. * Parents advised of appointment only access to school for office/ HT. Visitors can raise school staff by pressing buzzer at reception entrance and gain controlled access if required. * OOSC parent access via pedestrian gate and buzzer (remote)   **Vehicle Movements**   * No vehicle movements onto site between 8.30 and 3.45 – Bin lorries booked for 7.30-8am; grounds maintenance to inform school of potential arrival time – school locks down, while on site, if within school teaching time * No movement of vehicle allowed during working day without permission of office. * All entrances and exits locked throughout the day and access only gained by ringing office and someone coming out to open up   **Signage**   * Signage for movement around external building for parents * Spray paint 2m floor markings along one way system - external * Use tape on floor to 2m spacing in shared corridors and walkways where necessary; blue 2m markings along hall wall * Ensure toilets / sinks have washing hands posters. | * Desks should be spaced as far apart as possible. * Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. * 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. * 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. * When timetabling, groups should be kept apart and movement around the school site kept to a minimum. * 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.   Plan parents’ drop-off and pick-up protocols that minimise adult to adult contact | 1+m perimeter from front back and side of desk to support the free movement of staff around the room | M |
| **Actions:**   * **All gate /external signage to be refreshed before 8 March re-opening.** * **Furniture moved and rooms set up following this guidance** * **Meeting to check provision between Head and Health and Safety governor to be arranged** * **Timetable for hall use/break and lunchtimes/ playground use agreed between teaching staff and shared with TAs and Midday staff by end of w/c 1 March 21** * **Drop off and collection times shared with parents along with protocol letter w/c 1 March 2021** | | | | |
| **Teaching, Learning and Curriculum** | * Lessons and activities will be decided by senior leaders and teachers, the curriculum from September will be broad, creative, ambitious but flexible in its nature * Teachers will be informed by their baseline assessments and Teacher observations and information shared by parents on their child’s return. Y4-6 online learning survey. * The first two weeks of term will be a time for the school to rebalance and settle so greater time will be spent on the emotional well-being and personal social and health education of the children and on where the children are at following remote learning. * Based on observations made when the first wave of children returned in June and in September, more time will also be spent improving pupils physical fitness, stamina and resilience during the initial planning phase * Marking will be phased in to return to a pre-COVID expectation * Additional resources will be purchased to support learning and avoid sharing particularly of stationery, books, maths equipment, white boards: CGP books – English, SPAG or Phonics and maths bought for each pupil Y2-6 as catch up curriculum (classwork/homework/ remote learning) and will continue to be used in class * All books to stay on desks in front of the child with their other equipment or stored in a drawer on the floor to the side of their desks to lessen the need for pupils to move around. | The key principles that underpin our advice on curriculum planning are:   * Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. * The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. * Remote education, where needed, is high quality and aligns 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. * 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: Up to and including key stage 3, 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. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading * Aim to return to the school’s normal curriculum in all subjects by Autumn term 2021: 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. * Plan on the basis of the educational needs of pupils: 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.   Develop remote education so that it is integrated into school curriculum planning: 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.  **Music, dance and drama**  You should continue teaching music, dance and drama as part of your school curriculum m, especially as this builds pupils’ confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place. Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. | Expectations on staff feedback should increase to be in line with pre-Covid marking and feedback  £650 million will be spent on ensuring all pupils have the chance to catch up and supporting schools to rise to the challenge. This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year. Whilst headteachers will decide how the money is spent, the EEF has published [a](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/) support guide for schools with evidence-based approaches to catch up and a further school planning guide: 2020 to 2021. The National Tutoring Programme will continue to offer tuition as normal and schools should continue to sign up and engage with the programme. | L |
| **Actions**   * **Consideration for the first 2 weeks and there after** * **SLT to work with staff to address the wide range of needs academically and potential social/emotional needs within each class.** * **SLT tasked with delivering an ambitious and effective ‘catch-up’ programme in Summer and Autumn terms** | | | | |
| **Social Distancing** | * Physical contact such as handshakes and hugs should be avoided between educational staff at all times and or with visitors * Staff, children and adults on site should endeavour to stay 1m+ apart. | How contacts are reduced will depend on the school’s circumstances and will (as much as possible) include:   * grouping children together * avoiding contact between groups * arranging classrooms with forward facing desks * staff maintaining distance from pupils and other staff as much as possible |  | M |
| **Timetable for Day** | * Class ‘bubbles’ should have staggered break times and lunch times. * 2 drop off times- each designated Base has separate entrance to avoid Bubbles crossing. Note LW/B1 shared gate but defined areas with EYFS outdoor area * This will be reviewed after Easter   **Drop Off:**  8.40 to 8.50am A to I  8.50 to 9.00am J to Z  **POTENTIAL**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Base** | **LW** | **B1** | | **B2** | | **B3** | **B4** | | **B5** | |  | One way system; entry through MUGA ONLY, down path to front yard – children separate and make way to own bases (T/TA supervision); parents exit via front yard pedestrian gate (2m markings); | | | | | | | | | | **8.40-8.50** | Arrival A-M  Hygiene routine/ register/settle | | | | | | | | | | **8.50-9.00** | Arrival N-Z  Hygiene routine/ register/settle | | | | | | | | | | **Session 1**  **From 9am -** | Session 1 | | | | | | | | | | **10-10.20 Playtime** | ✓ | |  | | ✓ |  | | ✓ |  | | **10.10-10.30**  **playtime** | Hygiene  Session 2 start  10.30/35 | | ✓ | | Hygiene  Session 2 start  10.25/30 | ✓ | | Hygiene  Session2  Start  10.25/30 | | **10.20-10.40**  **playtime** | Hygiene  Session  Start  10.35/40 | | Hygiene  Session 2 start  10.35/40 | | ✓ | | **Session 2**  **10.25/45**  **to 12.00** | Session  2  Session 2 | | | | | | | | Hygiene  Session2  Start  10.45/50 | | Session 2 | | | | | | | | | | Handwashing / sanitising regime | | | | | | | | | | | **Staggered lunch**  **11.50**  **-12.30** | ✓  Lunch | ✓  Lunch | | | Play  12.00 – 12.30 | ✓  Lunch | | Play  12.00 -12.30 | Play 12.00-12.30 | | *Agree end of lessons/hand wash/**lunch/stagger toilets / hand wash* | | | | | Handwashing / sanitising regime | | | | | | | | | | | **12.30-1pm** | Play | Play | | | Lunch | Play | | Lunch | Lunch | | Handwashing / sanitising regime | | | | | | | | | | | **1.00-1.15 to end of pm session** | Agree end of lessons/play to stagger toilets / hand-wash  Hygiene routine before end of day | | | | | | | | | | **Staggered**  **HOME**  **3.10-3.20** | Surname A-J | | | | | | | | | | **3.20-3.30** | Surname K-Z (Bus children/OOSC) | | | | | | | | | | **Exit** | Exits same as entrances: Y6 if weather dry to stand in front of school building to await pick up | | | | | | | | |  * 10 minute slot at the start and the end of day to handover children. Hygiene rules at the start and end of day. * Staggered break time so that all bubbles do not mix when outside \*LW prep for playtime earlier than B1 to have used wash/toilet facilities and out into play zone before B1 session ends * Children to stay in designated zones outside. * Lunch times- two separate lunch times that will be eaten in classrooms /outside in zoned areas weather permitting | * Schools should consider staggered 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.   Reduce mixing within education or childcare setting by:   * Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time. * Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms | Sharon and Liz (kitchen) to provide hot lunches, ready plated and trollied to eating areas (all Bases except B1 – hall) Children eat in classrooms or, if weather is good, outside in ‘bubbles’ retaining social distancing in zoned areas  . | M |
| **Lunchtimes** | * Two lunch sittings. * Tables cleaned/sanitised before and after eating * Hot lunch (kitchen) or packed lunch brought from * Lunch to be eaten at the individual’s desk/space in the classroom or picnic in play zone except B1 (Hall) * All rubbish bagged, knotted and disposed of in external bin * Children are not to access the building during lunch time unless for toileting and only then, if it can be assured, that they will only be with children from their own bubble. * First aid incidents to be dealt with by staff member supervising ‘bubble’. Each bubble has own first aid box -this will be taken outside as normal – hand sanitiser in staff member’s bum bag along with gloves, face mask, apron, medi-wipes and plasters. * Child not to be sent inside for first aid incidents. Bigger issue – staff member to phone office for assistance or blow whistle to attach attention of another bubble member (half of all bubbles outside at same time for playtimes – personal phones to be used for emergency only in school. Phone kept in bum bag. First aid stations (clinical waste) in each Bubble area – following First Aid training advice | * Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms |  | M |
| **Movement- Children** | * All bubbles but Little Wrens and Base 1 have own entrances and exit points * Little Wrens and YR/1 enter through EYFS outdoors gate and then ‘funnelled’ into separate zones and through separate doors into teaching areas – staggered starts and departures. * Little Wrens carpet area separated from cloakroom area to identify cloakroom as a ‘no go’ area * Movement of children limited to classrooms, play zones and designated toilets/hand washing facilities only. * Markings for 2m distance for boys toilets in corridor (re-designated unisex) for B2 and 3 use; along hall walls to girl’s toilets (re-designated unisex toilets for B4 and 5) * Classrooms to have channels for teachers to move around * Fire Drill w/c 8 March 2021 to reacquaint children with muster points and social distancing necessities when lining up. | * accessing rooms directly from outside where possible * considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors |  | L |
| **Movement- Staff** | * Teachers can use staffroom (max occ. 3 people at one time 2m apart) – room ventilated by Velux window above refreshment counter/sink; separate tables/ seating area; sanitise area after use eg wipe down table /chair…wash and dry cups/etc * Restrictions around refreshments to limit transmission between staff – own cup; shared milk/tea/coffee - handwashing before getting refreshment / opening fridge(signs) * Teacher should stay in their designated areas as much as possible, including lunch time. * Use of staff toilets x 2 – retain social distancing if waiting. Staggered timing of playtimes and lunchtimes will support non-queuing. | * stagger the use of staff rooms and offices to limit occupancy | Staggered lunchtimes will support fewer staff using staffroom at any one time. | L |
| **Movement- Parents** | * Parents should not enter the school building under any circumstances; a prior appointment IF essential. * White spot 2m ground markings identify one way system around the school for drop offs and pickups. * Only one parent should drop off and collect children; toddler / baby siblings should not be in school grounds where possible. If unavoidable, the sibling(s) MUST be hand held with parent/in buggy and stay within 2m of any other adult. * Painted markers / plastic disc markers for parents to stand on and wait that are 2m apart at each entrance. * Distance retained at least 2m apart for teacher form parents * IN: All use MUGA entrance * OUT: Pedestrian gate (Y3/4 and Y4/5); school house door out (LW;YR/1; Y1/2; Y6) | * encouraging parents and children and young people to walk or cycle to their education setting where possible.   Schools may want to consider using ‘walking buses’ (a supervised group of children being walked to, or from, school), or working with their local authority to promote safe cycling routes. | Signage and entry/exit points and staggering of times communicated prior to children’s return | L |
| **Working Hours** | * Staff will be on site for no longer than necessary, especially at end of day to allow cleaning regime to start * Caretaker in 7-9.15am; 11.50-1.10; from 3pm; cleaner in after 4.30pm – 6pm; caretaker 3.00 til 6pm * Middays – 1hr lunchtime. 1hr additional cleaning time after lunchtime for a cleaner * Staff meetings to be arranged – either Zoom based, school hall (well- spaced) or on school field * Governor meetings – Microsoft Teams | * Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. * All employers have a duty of care to their employees, and this extends to their mental health. * 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. Managers should discuss and agree any changes to staff roles with individuals. * It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. | Further guidance is available here on workload reduction considerations:  <https://www.gov.uk/guidance/school-workload-reduction-toolkit> | L |
| **Premises checks** | **Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)**   * Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use.   **Domestic hot water - heaters/ sinks/ basins/ showers**   * Hot water generation servicing to continue in line with manufacturers’ criteria. * Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. * Regularly check hot water generation for functionality and if required, temperature recording * If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out.   **Fire Safety**   * Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated. * Carry out weekly checks of alarms systems, call points, and emergency lighting. * Carry out regular hazard spotting to identify escape route obstructions. * Check that all fire doors are operational. Fire drills will take place w/c 1 September 2020   **Kitchen equipment *Equipment that holds water, for example dishwashers and combination ovens***   * Deep clean prior to reopening including water systems checked and dishwasher/steriliser put on full cycle. * Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth.   **Security**   * All areas of the school should be kept secure. * Access to certain closed areas should only be possible by relevant staff – for example chemical stores. * Check that access control and lockdown systems are operational.   **Ventilation**   * Where possible, occupied room windows should be open. * Doors in main building wedged open.   **Other points to consider**   * Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode. * Drainage systems are clear * Key holder information remains the same. * Intruder alarm / fire alarm have remote monitoring stations (response centres) – continue to follow advice from these providers. | * We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. * It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe.   In the event of a required lockdown:   * During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - <https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety>   For reference, use the Approved Code of Practice & HSG 274 for hot water.  In classrooms, it will be important that schools improve ventilation (for example, by opening windows). | All premises checks have continued to be undertaken and are up to date. | M |
| **Toilet facilities** | * Pupils should only enter two/three at a time into toilets; when child in cubicle/at urinal – another child (0r two) can be washing hands. Where three sinks, middle sink to be discouraged so children can stand 1m+ apart. Not 2 children at sink at same time where only two sinks. * Different ‘bubble’ pupils do not mix in the toilets/ hand wash areas * Little Wrens and YR - one adult should supervise pupil to toilet to support management of hand washing and ensure cross over to other bubbles does not occur. * Door wedges to keep the doors semi open to ensure privacy but keep ventilation. * CE Caretaker and cleaner to check soap supply is adequate * Staff in each ‘Bubble’ to maintain their own Covid-19 supplies box and seek replacement of items through CE (lunchtime / end of school day) * All staff to utilise female / male staff toilets re-designated unisex * Staggering of arrival time / lunchtimes / playtimes /home times to reduce congestion/waiting time for facilities * Toilet cleaning regime in play at lunchtime and after school * Any children with wetting or soiling issues are actively encouraged to sort themselves. If assistance is required then staff must wear PPE to assist and double bag and seal any dirty clothes. * One set of PPE will be placed in designated area with medical waste bins in each classroom | * ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time * ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time   Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach    Points to consider and implement:   * putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:   + frequently touched surfaces being cleaned more often than normal * different groups don’t need 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   By the end of the summer term, Public Health England 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](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings). |  | H |
| **First Aid** | * Individual teachers / middays (with first aid training) should administer basic first aid in the first instance following guidance/training * Full PPE should be worn when dealing with a major first aid incident. \* **see First Aid RA and First Aid Addendum** (correct donning and doffing of PPE; Follow guidance covered in 2 June training over how much PPE to don according to severity of injury * Vomit is required to be cleaned up as soon after incident as possible (Full PPE to be worn). Children to wait in isolation room. * Adult showing Covid symptoms goes home immediately (test organised) * Child showing Covid symptoms to isolation room (B4) – wait for adult goes home * Major first Aid incident - middays/staff supervising lunchtimes or playtimes to call the office (mobile)/blow whistle for attention of fully trained first aider to attend an outside incident after moving child to a designated space on the field if possible. Do not send the child into building. * PPE will be placed in designated area in isolation room with clinical waste bin and in Covid 19 boxes in bubble/classroom areas at First Aid Stations alongside general waste lidded bins for (catch it/bin it/ kill it) tissues and classroom surface wipes etc * Clinical waste bin to be placed in each bubble/classroom indoor zone; Isolation room for PPE and any contaminated first aid product disposal |  | First Aid training 2 June 2020 led by Rob Price **inrad**  Full first aider, EFAs and 2 paediatric first aiders on site across whole week | H |
| **Cleaning** | **Cleaning SEE** [**General Cleaning appendix**](file:///C:\Users\sch8752225\Desktop\CORONAVIRUS\Prep%20for%20returning\Cleaning\General%20Environment%20Cleaning%20Program%20DRAFT.docx)  **SEE** [**Toy Cleaning appendix**](file:///C:\Users\sch8752225\Desktop\CORONAVIRUS\Prep%20for%20returning\Cleaning\TOY%20CLEANING%20PROGRAM.docx) **and update to include shared books / games**  **Additional cleaning directives**  **Classrooms**   * **Nursery/Reception:** Malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances. * Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use and where possible, children should be discouraged from sharing these. * Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, singing (following guidelines) and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines. * **Nursery** – learning areas and small tables and chairs should be wiped regularly * **Reception** -Tables and chairs should be wiped regularly. * **Base 2-5** - tables should be wiped regularly. * Teachers will have a spray bottle (sanitiser) and cloths (disposable); washing up bowl and detergent available in each teaching space. Locker in each room to store detergent and sanitiser spray. Disposable wipes when used to be put in lidded bins lined with bin bag. Washable cloths rinsed and left in washing up bowl – collected for machine washing at end of day by caretaker. * Each classroom will have its own C-19 box to include PPE; clean cleaning cloths; tissues, sanitising wipes, bin liners; laundry bags etc * Any shared objects (books /games) the children touch should be disinfected once use has finished. * Resources shared between bubbles must be cleaned between use or stored away for 48hrs (non-plastic) or 72hrs (plastic) before next use | * discuss with cleaning contractors or staff the additional cleaning requirements and agree an adjustments to normal working hours * follow the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) * ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments * clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal * Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach * Points to consider and implement: * putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: * more frequent cleaning of rooms / shared areas that are used by different groups * Frequently touched surfaces being cleaned more often than normal. | All COSHH data sheets and RAs in place and seen by staff.  COSHH ules regarding bleach followed.  Staff to leave site as soon as is feasible | H |
| **Actions**   * **Ensure supply chains for cleaning products and educational resources – many companies’ staff still furloughed or downsized staff so order turnaround time is slower.** * **Explore a wider ‘pool’ of suppliers** | | | |  |
| **Communication to children** | * Getting ready to return booklet for supporting children back to school prepared by HT– send out by email w/c 1 March 2021 (bubbles – classroom and playtime/lunch time/behaviour /handwashing/respiratory hygiene) | * noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules) * tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)) |  | L |
| **Communication to and from Parents** | * Essential correspondence sent out via T2P text or admin email. * Key points about March re-opening(uniform; lunches; PE etc sent out to parents) * Transition back into school letter including staggered times and entry and exit points to the school grounds; advice to support children’s understanding of the ‘new norm’ in school; social distance and hygiene guidance – prepped by HT- to be sent out w/c 1 March 2021 (parents notified to expect letter) * Any forms or messages from parents should be emailed to the school office admin or HT * Parent access to site at begin / end of day only – following 1 way system. * LWs pick up / drop off at 12.30 limited to reception area only | * tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend * tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) * make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) * also think about engaging parents and children in education resources such as [e-bug](https://www.e-bug.eu/) and [PHE schools resources](https://campaignresources.phe.gov.uk/schools) * Remind parents 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. |  | M |
| **Procedures for medical care, isolation and confirmed cases** | * Use of School House porch (unused building) – provides distance from main building - if Covid symptoms are apparent and to isolate adult/child where necessary. * Parents to be called and children to be sent home as soon as possible if they develop symptoms. After handover to parent, child and/ or adult to leave school site via pedestrian gate at front of school. * Staff member with symptoms to leave setting immediately. Internal class cover arranged. * All staff who display symptoms should access a PCR test provided by the appropriate health care professional. * Staff also to be provided with information regarding access to testing and encouraged to get tested as they require even if without symptoms * From January 2021 all staff are asked to do twice weekly lateral flow tests. Home test kits are issued to all staff (including kitchen staff) and peripatetic staff working regularly in the school. * A number of PCR testing kits are provided to schools to issue to staff and parents from September 2020 * If a child or staff member tests negative, they can return to their setting and end the self-isolation of their household. * If any children or staff test positive, the rest of their class and group should be sent home and advised to isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group, subsequently develops symptoms. * Temperature checks will not be undertaken on entry to school. * If two or more cases are confirmed in a 14 day window then the Headteacher or Deputy will contact with the local HPT (Health Protection Team).   <https://www.gov.uk/guidance/contacts-phe-health-protection-teams>  The Team that covers Cheshire East can be contacted on using the details below:  Covid19@cheshireeast.gov.uk | * 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. * 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. * The health protection team will work with schools in this situation to guide them through the actions they need to take. 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.   Close contact means:   * 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 * The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see [section 5 of system of control](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#five) for more on grouping pupils). 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. * 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. * 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’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance). They should get a test, and: * 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 must isolate for at least 7 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’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) * Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. * Further guidance is available on [testing and tracing for coronavirus (COVID-19)](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/). | See procedure posters – all classrooms / staffroom / school offices  Two template letters are stored on the M drive and both BC and DR/RC can issue these to staff or children’s parents/carers if a suspected case is evident.   * Contain any outbreak by following local health protection team advice * If schools have two or more confirmed cases within 14 days or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. | H |
| **Shielding and clinically vulnerable children and adults.** | * Clinically extremely vulnerable pupils with pre-existing medical conditions should not enter school and should remain at home. * If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting. * Where schools apply the full measures in the most recent guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall. * Where a member of staff has for a range of reasons a higher risk rate then the school will try as far as practically possible to accommodate additional measures where appropriate. * People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. * School to maintain a staff health risk register – regularly reviewed and if required individual staff risk assessments undertaken to record actions required/discuss/taken. | * Pupils who are shielding or self-isolating * We now know much more 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: * a small number 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 (COVID-19) * Shielding advice for all adults and children will be reviewed subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). 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](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) * 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](https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield). * Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below). * Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.   **Staff who are clinically vulnerable or extremely clinically vulnerable**   * Advice for those who are [clinically-vulnerable, including pregnant women](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people), is available. * Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the [guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19). * School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. * People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. |  | M |
| **Actions**   * **Ensure staff (AC/DR/BC/RC) know how to issue letters regarding track and trace and outbreak letters if required (prior to March reopening)** * **Ensure procedure if a pupil/staff member presents with Covid symptoms – up in all classrooms, staffroom, offices** * **Ensure posters displaying number of local Health Protection Team (HPT) are clearly displayed in office, staff room and caretaker’s office.** * **Ensure staff Health questionnaire is maintained and updated each term to ensure senior leaders are aware of the ‘picture’ of staff health and are taking appropriate actions to mitigate risk and support wellbeing.** | | | | |
| **Visitors** | * Any visitors who are not critical to teaching individual class groups should not enter the school building. * Where a visitor is deemed necessary, a record of the visitor should be maintained. * Parents should not enter the school building under any circumstances. Any communication should be done via email, telephone or conference call. * A sanitising station will be located at entrance to building, with sign requesting sanitation of hands before pressing office buzzer to communicate with office staff for any pre-booked visitor * After office communication, deliveries will be left outside entrance if dry weather, just inside entrance door if wet weather in appropriately labelled crate. | * Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals 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.   To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs. |  | L |