

SANDHILL PRIMARY SCHOOL RECOVERY PLAN

1/9/21 UPDATE

All details of this plan have also been sent to the relevant bodies of ECMAT to ensure that they are aware of the application of DfE guidance and trust policies whilst paying attention to the school's own individual needs, circumstances and situation.

In completing this plan the following documents have been followed and best endeavours to apply have been made

- Guidance for full opening: schools
- Our Plan to Rebuild: The UK Governments COVID-19 Recovery Strategy
- Coronavirus (COVID-19) : implementing protective measures in education and childcare settings
- What Parents and Carers need to know about early years providers, schools and colleges during the coronavirus (COVID-19) outbreak

Further documents (including ECMAT and school policies) may be added to this plan as more guidance and information is received.

WHOLE SCHOOL PROCEDURES

“How to implement protective measures in an education setting”

Prevention:

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
2. [The use of face masks is recommended in communal areas.](#) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
3. Clean hands thoroughly more often than usual. Minimise contact between individuals and maintain social distancing wherever possible
4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.
5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
6. Minimise contact between individuals and maintain social distancing wherever possible.
7. Where necessary, wear appropriate personal protective equipment (PPE).
8. Always keeping occupied spaces well ventilated.
9. Engage with the NHS Test and Trace process.
10. Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
11. Contain any outbreak by following local health protection team advice.

1	How many staff do you have available to work in school?	33
2	How many teachers do you have available to work in school?	13
3	How many support staff including teaching assistants do you have available for work in school?	12
4	Do you have a head or deputy available for work in school?	Yes
5	Do you have at least one person with paediatric first aid training available for work in school?	Yes
6	Do you have at least one person with up to date Designated Safeguarding Lead (DSL) training available to work in school?	Yes
7	Do you have your special educational needs coordinator available for work, or an alternative staff member who could take on this role?	Yes
8	Do you have a caretaker and/or cleaning staff, and if necessary, at least one office staff member available during the school day?	Yes

*September 2021 – prevention and response in line with latest DFE and Public Health Guidance

Risk Description	Additional information and proposed actions	Actions applied Action completed
Organisation		
<p>1. All risk assessments, health and safety policies and compliance checks will need to be completed before reopening</p> <p>01.09.21</p>	<p>These will be completed initially at trust level (PPE, H&S etc) and then applied to individual circumstances. It is vital that all of these changes and new ways of working are communicated to staff and that these are then made available to parents / carers through the website</p>	<p>Information sharing with staff, parents/carers advice is updated and risk assessments and policies completed</p> <p>ongoing</p>
<p>2. Organisation of class sizes and groups in accordance with all relevant guidance</p>	<p>Class organisation will be based on ten classes. School will limit the movement of adults in each bubble.</p> <p>School will implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing to ensure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.</p> <p>School will keep pupils in their class groups for most of the classroom time, but will allow mixing in wider groups for specialist teaching (RWI)</p> <p>All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>*Organisation pre-C-19 and Bubbles will be reinstated should this be required in line with DfE and Public Health Advice</p>	<p>Staffing model one teacher per group and a TA. In all classes familiar staff will be in these rooms for well-being of pupils.</p> <p>Adults covering PPA will do so across a limited number of classes</p> <p>SMSAs will be limited to 2 classes</p>
<p>3. Organisation of workspaces to maintain space between desks and seats wherever possible</p>	<p>Classrooms will be organised to maximise the space available and create space between children.</p> <p>Where possible classrooms should be organised in rows facing forwards with children sitting by side rather opposite with the teacher maintaining social distance. However, where this becomes a barrier to learning teachers may have tables grouped together to allow for</p>	<p>Classroom setup completed</p> <p>Classrooms/school environment organised and signposted (E.g. which playground, toilets, first aid, quarantine areas, meals spaces, staff refreshment areas.)</p>

	<p>more targeted support to groups of children during lessons.</p> <p>*Spacing between desks not required</p> <p>*Occupied spaces will continue to be well ventilated across school</p>	
<p>4.Infection control</p>	<ul style="list-style-type: none"> • The school community to clean hands thoroughly more often than usual. • All staff and children to use hand sanitiser on entry into the school building. • School have sufficient hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly. • Each teaching base has it’s own toilet to avoid cross contamination. • Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach. • 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>Ventilation</p> <p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission.</p> <p>These can be achieved by:</p> <ul style="list-style-type: none"> • natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>#</p>	<p>Children briefed on the routine and procedure.</p> <p>Sanitisers in each classroom and sanitising stations at fixed points around the school building.</p>

	<p>Asymptomatic Testing</p> <p>Rapid testing remains a vital part of our plan to suppress this virus. All school staff will use Lateral Flow Tests twice a week. School will follow the procedures in the event of a positive case. See Lateral Flow Test Guidance</p>	<p>To balance the need for increased ventilation while maintaining a comfortable temperature, we will:</p> <ul style="list-style-type: none"> • open high level windows in colder weather in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform • rearranging furniture where possible to avoid direct draughts <p>Results will be reported to .gov and using the schools reporting form.</p>
<p>5.Refresh the timetable</p>	<p>Lessons will be delivered as close to the school timetable as possible</p> <p>Agree what learning is appropriate for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to ‘catch up’ support.</p> <p>Agree ongoing learning offer for eligible pupils who can’t attend school, as well as offer for those that continue to be out of school.</p> <p>Outdoor learning will be considered wherever possible. Timetables will be carefully designed to ensure that there will be minimum contact / crossover between groups and their movement between spaces Break/lunch times will be staggered. These timetables have been designed and staff have been consulted.</p>	<p>Curriculum approach identified that meets current needs focus on core, PSHE and PE (Assist with well-being and use of outdoor space)</p> <p>Timetables shared with staff; reviewed with teachers having more flexibility in the lessons that they teach – breaks and start times still remain staggered to avoid cross-contamination.</p> <p>Different areas around school will be used for staff lunch times to ensure room capacity is adhered to.</p>

	<p>Assemblies delivered virtually to maintain and build the sense of community.</p> <p>* Pre C-19 - Timetables, Assemblies, Dining Hall, break times, lunchtimes and movement around school will resume</p>	
6.Extra curricular provision e.g. breakfast /afterschool clubs.	<p>School will work to resume before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training.</p> <p>School can allow mixing in wider groups for wrap around school such as before and after school clubs</p>	<p>You should advise parents that where they are accessing this provision for their children, that they must only be using this, where:</p> <ul style="list-style-type: none"> • the provision is being offered as part of the school's educational activities (including catch-up provision) • the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group
7.Arrival and exit procedures	<p>Parents who require disabled access will be allowed to enter the car park.</p> <p>*For safeguarding reasons and prompt start to learning P/C will not be allowed into school at the start and end of the school day. P/C will be invited in for Special Events alongside current guidance. SG Team and SLT will be outside at start and end of the school day for P/C. Classteachers will be present on the Entrance and Exit doors at the start and end of the school day should P/C require assistance</p>	<p>Staff, children, and parents informed.</p>
8.Catering/School meal provision supply chains	<p>Reviewed Jan 2020:</p> <p>EYFS children (universal free school meals) who wish to have a hot meal to eat in the hall. Children in other year groups wishing to eat a hot meal (FSM and non-FSM) to have hot meals delivered to classrooms. Children to eat from bento boxes to ensure no unnecessary spillages.</p> <p>Tables need to be wiped before and after eating.</p>	<p>Ensure FSM meal children are catered for as priority</p>

	<p>* Pre C-19 -All children now eat lunch in the dining hall. Children staggered into the hall according to year groups.</p>	
<p>9. Child/staff member becomes unwell at school with coronavirus symptoms, or have someone in their household</p>	<p>*Strict Guidelines for those displaying symptoms of COVID-19 and those who test positive. *We must all follow strict guidelines to protect the whole school community. *Anybody who feels unwell must contact the school via phone to discuss their symptoms. If anyone has a temperature, new persistent cough or a loss of taste or smell, must not enter the school grounds. *If a member of staff or pupil in a group begins to display symptoms of COVID-19, they will be immediately removed from the classroom/bubble and taken to an isolation room. The classroom/learning area will be deep cleaned immediately. *The staff member or pupil displaying the symptoms will have a test as soon as possible. *If they test positive, the school will follow the guidance of Public Health England and DFE, contact Parents/Carers to inform them of any further action that is required and whether children and staff from this group will have to self-isolate at home for the next 10 days. *School will keep in contact with you should this event take place. *See Outbreak Management Plan – September 2021</p>	<p>Enhanced hygiene approach in place with use of PPE (for example, toilet use, hand washing) and decide on procedures related to usually shared items (for example, books, toys, practical equipment).</p> <p>Stock with appropriate PPE and First aid equipment and check date. Follow guidance on testing issued by .gov</p> <p>If your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</p> <p>Close contact means:</p> <ol style="list-style-type: none"> 1 anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19) 2 anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ol style="list-style-type: none"> 3 face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre 4 been within 1 metre for 1 minute or longer without face-to-face contact 5 sexual contacts 6 been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) 7 travelled in the same vehicle

		Disabled toilet in reception
10. In the event of an outbreak	<p>GOVERNMENT AND LOCAL GUIDANCE MUST BE FOLLOWED AT ALL TIMES AND STRICT PROCEDURES AND PROTOCOLS HAVE BEEN ISSUED</p> <p>If the school experiences an outbreak, either because we have two or more confirmed cases of (COVID19) among pupils or staff within 10 days, or we see an increase in pupil or staff absence due to suspected or confirmed cases of coronavirus,</p> <p>we will contact the local health protection team. This team will advise us if additional action is required.</p> <p>If our local area sees a spike in infection rates that results in localised community spread, decisions will be made on what measures to implement to help contain the spread.</p> <p>In all cases, where groups need to self-isolate or where a restriction of attendance at school is needed, we will seek to ensure your child/ren's education can continue remotely.</p> <p>(Separate document : Principles for remote learning)</p> <p>*See Outbreak Management Plan – September 2021</p>	Public health and local authority procedures adopted.
Staffing		
Ineffective procedures in place to cover the absence of head, deputy and senior leaders, due to having COVID 19	<p>Continued leadership of the school whilst working from home</p> <p>Support from CEO and other heads and in the Trust</p> <ul style="list-style-type: none"> • Heads and SLT of schools follow prepared action plan including delegated leadership roles • Intensive support of heads on an individual and collective basis with delegation of tasks as required • Mobilise resources from within the Trust to support individual school's if required • Longer term delegation of work to other SLT • Day to day monitoring of the position and action by the Board of Trustees 	<p>Should the head of school be absent the deputy can act up in this absence.</p> <p>Members of the SLT to act up should there be any shortfall in leadership of the school</p>

	<ul style="list-style-type: none"> • Updates provided to the LA and DfE with support provided as required 	
Staffing groups of children	<p>Where possible, teachers and staff should only operate within their own class in order to facilitate the delivery of the school timetable. Where individual staff do need to 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.</p> <p>*Staffing for 2021- 2022 as pre C-19</p>	<p>Only to be applied as a last resort. Some staff support children 1:1 with SEMH. Staff know to maintain 2m distance and wearing of PPE.</p>
Pregnant Staff	<p>School will follow the specific guidance for pregnant employees because pregnant women are considered CV.</p> <ul style="list-style-type: none"> • Pregnant women are in the ‘clinically vulnerable’ category and are generally advised to follow the above advice, which applies to all staff in schools. All pregnant women should take particular care to practise frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. • Pregnant women are not advised to be vaccinated against COVID-19. An employer’s workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). • Any risks identified must be included and managed as part of the general workplace risk assessment. <p>Pregnant women from 28 weeks’ gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19).</p>	<p>Regular meetings with pregnant members of staff to monitor health and wellbeing</p> <p>Pregnant staff will work from home in their third trimester (unless changes to government guidelines)</p> <p>Advice for prenanant employees to be shared with pregnant staff before 8th March.</p>
Trust staff, supply teachers, peripatetic teachers, tempoary staff and other visitors	<ul style="list-style-type: none"> • Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. 	<p>Visitors to school to be informed immediately of school procedures in order to conform with school risk assessment</p>

	<ul style="list-style-type: none"> • Such staff and visitors must follow your school's arrangements for managing and minimising risk based on the system of controls. They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking. • Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. • School to 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. • A record is to be kept of all visitors. <p>This also applies to other temporary staff and volunteers working in schools such as:</p> <ul style="list-style-type: none"> • support staff working on a supply basis • peripatetic staff such as music tutors and sports coaches • those working in before and after school clubs 	
<p>Pupil</p> <p>Pupils' behaviour on return to school does not comply with social distancing guidance</p>	<p>The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</p> <p>Clear messaging about social distancing. Reinforced throughout the school day by staff. For young children this is done through age appropriate methods such as stories and games.</p> <p>Messages to parents reinforce the importance of social distancing.</p> <p>Staff model social distancing consistently.</p>	<p>Support provided from Pastoral teams for identified Children. Additional PSHCE learning to support children in their understanding of the current situation</p> <p>Staff have undertaken the online trauma informed training.</p> <p>Provision in place for SEND pupils on return in terms of 1:1 support.</p> <p>Behaviour policy reviewed and shared with staff to ensure they reflect the new rules and routines necessary to reduce risk in our setting.</p>

	<p>The movement of pupils around the school is minimised; children who use break out areas have a designated table allocated to their class to avoid cross-contamination of work spaces. If space is unavailable and it is essential to use a different class's workspace, the table must be wiped down before and after use.</p> <p>Large gatherings are avoided at all times.</p> <p>Break times and lunch times are structured to support social distancing and are closely supervised. Classes will not be in the same area of school at any time any cross of bubbles walking to and from their designated areas is carefully managed between staff.</p>	
Pupils with SEND	<ul style="list-style-type: none"> • Pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve. • Teachers and special educational needs coordinators are to plan to meet these needs. 	
Curriculum		
Children may have significant gaps in their learning	<p>Teach an ambitious and broad curriculum in all subjects</p> <p>Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils' knowledge.</p> <p>You should ensure that curriculum planning is informed both by an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum</p>	Staff meeting time to be dedicated to prioritising and addressing the most significant gaps

Physical Education		
Children may have reduced access to physical education	<p>School has the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls.</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>School can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.</p> <p>For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene.</p>	<p>Timetable for hall use and outdoor spaces</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.</p>
Health and Safety		
Cleanliness of the school and equipment is not maintained to high standard	<p>Deep clean of all areas of school prior to opening to the wider population of pupils / staff</p> <p>Morning and evening cleaning of all areas of school</p> <p>Staff responsible for regular sanitising of PCs, keyboards etc. Tables should be wiped down in the regularity throughout the day if children are moving work spaces.</p> <p>Sanitising of equipment in other areas e.g. photocopier to be undertaken after each use</p> <p>Play equipment, including loose external (if applicable), to be wiped down after use</p>	<p>PFI cleaning plan in place.</p> <p>Where a sink is not nearby, and sanitisers in the classrooms and other learning environments are available.</p> <p>Aqueous zone sprays are available in each area to clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, more regularly than normal.</p>

	<p>Throughout the day regular cleaning of hot spots by caretaker / cleaners</p> <p>External fixed play equipment not to be used</p> <p>Shared resources kept to a minimum and cleaned after every use, including books</p> <p>Regular washing of hands.</p>	
<p>School does not have effective sanitisation systems in place</p>	<p>Long standing Government guidance followed i.e. regular washing of hands, alcohol hand rubs, hand sanitisers</p> <p>All children and staff to be reminded of expectations regarding hand washing etc. Assistance for those that struggle to do independently. <i>Staff and children to handwash/sanitise upon arrival to school, when they return from breaks, when they change rooms, before and after eating</i></p> <p>Where hand washing facilities are not available, hand sanitisers will be made available</p> <p>Sterilising wipes (alcohol based) to be provided for key touch points e.g. in reprographics room</p> <p>Provision of tissues in appropriate locations for 'catch it, bin it, kill it'</p> <p>Regular wiping down touch points</p> <p>Limit the amount of shared resources (for school and home use)</p>	<p>Children frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Encouraged not to touch their mouth, eyes and nose. Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</p> <p>Appropriate levels of PPE and hygiene equipment (soap, anti bac gel, tissues clearing products) are in place.</p>

	<p>Posters reminding pupils and staff of responsibilities e.g. in washing hands regularly in place at key areas throughout school</p> <p>Sufficient stock of all products maintained through regular audits (at least weekly) of sanitiser dispensers, wipes and tissues to ensure re-orders completed in a timely fashion</p>	
First Aid provision is inadequate	<p>At least two registered first aiders and paediatric first aiders on site at all times</p> <p>Stock checks of first aid equipment are regularly undertaken</p> <p>Head of School's office designated as a medical room that is to be used to hold children exhibiting Covid symptoms until collected by a parent. Room to allow 2m distancing, ventilation for airflow and access to nearby toilets (room to be deep cleaned after use). Alternative space if required – the school reception where 2 metres can be maintained.</p>	<p>First Aid Policy updated</p> <p>Medical room in place</p>
Fire procedures are not appropriate for new arrangements	<p>Fire procedures have been reviewed and revised where required, due to:</p> <ul style="list-style-type: none"> • Possible absence of fire marshals • Social distancing rules during evacuation and at assembly points • Possible need for additional assembly point(s) to enable social distancing where possible • Staff and pupils have been briefed on any new evacuation procedures. • Fire marshalls have been trained and briefed appropriately. • Plans for fire evacuation drills are in place which are in line with social distancing measures. 	<p>Revised approach to fire drill adopted and in place.</p> <p>Fire drill carried out with current groups in school.</p>

	<ul style="list-style-type: none"> All fire doors are operational at all times 	
Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	<p>Parents have been provided with clear guidance and this is reinforced on a regular basis.</p> <p>Covid 19 page on the school website provides relevant information</p> <p>Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</p> <p>The school, and parents are clear about the definitions and associated mitigating strategies relating to people who are classed as clinically vulnerable and clinically extremely vulnerable.</p> <p>Schools have a regularly updated register of pupils with underlying health conditions.</p>	Parents have kept school informed if they are isolating and this has been followed up with calls from school.
Pupils unable to access education in school as a result of following government guidance for isolation.	<p>Schools are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction.</p> <p>See appendix for *Principles of Remote Education in circumstances of bubbles closures, teacher isolation and pupil isolation</p>	Staff will continue to complete virtual registers for those children who are isolating
Mental Health		
Pupils' mental health has been adversely affected during the period that the school has been closed and returning to school with a significantly changed environment	<p>Schools have Thrive trained staff</p> <p>Access to external agencies and therapists as required</p> <p>Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies (stories/toy characters are used for younger pupils to help talk about feelings).</p> <p>Resources/websites to support the mental health of pupils are provided.</p>	<p>Trauma informed training carried out by PSA, SENCO and key staff members.</p> <p>Spring term staff to receive on Incredible Me</p> <p>Wellbeing Wednesdays to continue until Easter (initially) CM and BN to oversee and support the teaching of skills in a relaxing and calming environment giving pupils opportunity to develop their resilience, relationships and self esteem</p>

	<p>Reviewed October 2020: Wellbeing INSET completed by staff; wellbeing ambassador appointed to monitor staff wellbeing levels; wellbeing classroom champions (TAs) used to assess and support children who may be experiencing trauma. Jan 2020 Staff questionnaires to be used regularly to monitor mental health.</p> <p>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.</p> <p>Lack of routine, and classroom discipline may contribute to disengagement for some pupils returning to school. This could result in an increase in poor behaviour.</p> <p>School will consider what sanctions or consequences are appropriate for poor behaviour and whether additional support should be put in place for these pupils including those who:</p> <ul style="list-style-type: none"> • may struggle to reengage in school • are at risk of being absent or persistently disruptive <p>Some pupils may return to school having suffered from:</p> <ul style="list-style-type: none"> • bereavement • anxiety • in some cases, increased welfare and safeguarding harms <p>Pupil well-being and support</p> <p>Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood.</p>	<p>School will revisit the behaviour ladder and share with pupils and staff</p> <p>Re-engaging children through phased return and immersive curriculum</p> <p>Wellbeing Wednesdays to promote resilience, self-esteem and confidence</p> <p>School will informally re-assess children to ensure appropriate interventions are in place</p> <p>Pupils will continue to access personalised well-being sessions for bereavement or anxiety</p>
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	<p>This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.</p> <p>Consider using pastoral and extra-curricular activities to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID19) • support pupils with approaches to improving their physical and mental wellbeing 	
<p>The mental health of staff has been adversely affected during the period that the school has been closed</p>	<p>Plan likely mental health, pastoral or wider wellbeing support for pupil and staff returning to school (for example, bereavement support). Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.</p> <p>All employers have a duty of care to their employees, and this extends to their mental health.</p> <p>School will have explained to all staff the measures put in place. Discuss with all staff any changes in place as part of these measures.</p> <p>Staff deployment</p> <p>School may need to alter the way in which they deploy staff and use existing teaching and support staff more flexibly.</p> <p>School will ensure that appropriate support is in place for pupils with SEND. Any redeployments of staff should not be made at the expense of supporting pupils with SEND</p>	<p>Questionnaire and briefings to provide staff the opportunity to share anxiety about the return and being in school. Regular check in with staff. Weekly virtual meetings. Agreed staff workload expectations (including for leaders).</p> <p>Staff Deployment</p> <p>School will discuss and agree any proposed changes in role or responsibility with members of staff, ensuring staff members have the appropriate skills, expertise and experience to carry out the work, and all appropriate checks are made if they are engaging in regulated activity</p>

	Staff who are not teachers may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher.	
Pupils and staff are grieving because of loss of friends or family	Schools have Thrive trained staff Access to external agencies and therapists as required OHU referrals ECM has created a Wellbeing Strategy and Toolkit to support children and staff. Staff will be trained to use this effectively.	Plan in place for reintegration.
Pupils and families who are anxious about attending school	It is likely that some pupils, parents and households may be reluctant or anxious about attending school Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks. Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies. School will identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them.	School have put reintegration plans in place including the phased return of vulnerable pupils before the 8th March
Equipment		
Spread of infection (coronavirus) via use of shared equipment	Measures to take when handling equipment, including instruments, include the following: <ul style="list-style-type: none"> • Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. • Avoid sharing equipment wherever possible. • Classroom based resources, such as books and games, can be used and shared within the bubble; these are to be cleaned regularly, along with all frequently touched surfaces. 	

	<ul style="list-style-type: none"> • 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. • 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. • 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. 	
Communication		
Ineffective communication with key stake holders	<p>Communications strategies for the following groups are in place:</p> <ul style="list-style-type: none"> • Staff - email / online meetings • Pupils – SeeSaw / Purple Mash • Trust – email / online meetings • LGB - email / online meetings • Local authority cluster - email / online meetings • Families isolating and working remotely– children receive work on SeeSaw or tapestry (EYFS) learning platform. Blended learning approach means that children currently not in school receive the same learning opportunities and expectations of children in school. 	<p>Senior colleagues are free to be present around the school especially during the early part of wider opening whilst also ensuring “bubbles” are maintained.</p> <p>Regular opportunities to get feedback from staff on the new arrangements. Agree any flexible working arrangements needed to support any changes to usual work patterns (for example, staggered start/end times).</p> <p>Parents made aware of the protective steps we’re taking to make the school a low-risk place for their child</p> <p>Contractors and suppliers made aware of avoiding times where gates are closed to aid entrance and egress of the school.</p>

<p>Staff, pupils and parents are not aware of the school's procedures for self-isolation</p>	<p>Staff, pupils and parents have received clear communications informing them of current government guidance on display / confirmed cases of COVID-19 and how this will be implemented in the school.</p> <p>This guidance has been explained to staff and pupils in readiness for return.</p> <p>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</p> <p>Covid 19 section on the school website provides the latest government guidance and school specific documentation e.g. how to make self-referrals for testing</p>	<p>Updates directing towards the correct guidance.</p>
<p>Policy</p>		
<p>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</p>	<p>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school</p> <p>Staff, pupils, parents, IEB and trustees have been briefed</p>	<p>Policies reviewed in line with school circumstances.</p>
<p>Educational Visits</p>		
<p>Spread of infection (coronavirus)</p>	<p>The government advise against educational visits at this time.</p> <p>This advice will be kept under review.</p> <p>The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak.</p> <p>If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider</p>	

FOUNDATION STAGE 1&2

Issue	Additional information and proposed actions
Toilets and handwashing	<p>FS1 and FS2 have their own toilet area and own sinks for handwashing Staff to remind children of handwashing advice when going to toilet Additional hand sanitising points will be available</p> <p>Staff to insist handwashing/sanitise upon arrival to school, when they return from breaks, when they change rooms, before and after eating</p>
SEN children needing 1:1 support	This will be covered on the rota by a TA and PPE will be worn.
<p>In line with DFE guidance <i>“remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)”</i></p>	Reviewed October 2020: soft furnishings (where necessary) are permitted back into the EYFS Unit. This will be reviewed if guidance is updated.
<p>With regards to indoor equipment</p> <ul style="list-style-type: none"> • remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere • remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) 	<p>Staff will need to consider how easily equipment and resources can be cleaned during the lunchtime break to ensure that it <i>“is appropriately cleaned between groups of children using it”</i></p> <p>The cleaning of this equipment will need to form part of discussion with the cleaning team.</p> <p>It may be that there are two sets of resources which are limited to each of the groups in nursery (We will need to determine how realistic this expectation is)</p> <p>Communication with ENGI cleaning team to wipe down hotspots between each session.</p> <p>As EYFS numbers in EYFS are small, resources do not need to be doubled. Regular cleaning of resources still takes place.</p>
<p>With regards to outdoor equipment <i>“consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously”</i></p>	<p>Outdoor equipment to be split into two sets with one set allocated to each of the two groups</p> <p>Staff must be very clear about what equipment is to be used for each group.</p> <p>Cleaning of outdoor equipment to be discussed.</p> <p>Outdoor space to be used as much as is realistically possible</p>

	EYFS stagger outside time as they are now two separate bubbles. EYFS to ensure resources outside are allocated to each bubble to avoid cross contamination
Ensure that drop off and pickups are completed safely and in a way that minimises contact between adults. “plan parents’ drop-off and pick-up protocols that minimise adult to adult contact”	NO PARENTS OR CARERS ARE TO BE ALLOWED ENTRY TO THE FOUNDATION STAGE CLASSROOMS Parents of new starters allowed to space out in the outdoor provision when dropping off children for the first time. <ul style="list-style-type: none"> • The children, with a parent, will have an allocated place on the playground to form a queue (following the 2m distance rule) • The am nursery children will be collected from the nursery gate at 11:10am • The pm nursery children will be dropped off at 12:30pm. • Parents will not be allowed entry to the classroom as part of normal settling routine. This will be communicated to parents beforehand with clear explanation as to why. • One member of staff in the FS1 classroom and one member of staff on the playground collecting the children.
Ensure clear guidance around use of PPE particularly for intimate care and first aid	There is guidance provided in the document ‘ <i>Implementing protective measures in education and childcare settings</i> ’ which will be shared. All documents and relevant risk assessments will need to be shared with staff and regularly reviewed to ensure safety of all involved PPE supplies have been purchased and direction of the use will be provided by guidance stated above.
Ensuring that all rooms, resources and surfaces are cleaned between groups of children using them	Discussions with teaching and cleaning team to ensure <ul style="list-style-type: none"> • End of each session all surfaces and high use areas are cleaned to correct standards. Each group will have aqueous spray bottles to clean surfaces with micro fibre cloths. • Sets of resources are switched to ensure that they are provided to children as planned in organisation of room • Teaching staff will not be expected to clean routinely.
Lunchtime arrangements	All FS2 will have lunch in the hall as there are not enough tables in the classroom for children to sit at. Children will be socially distanced when having lunch in the hall.

Staffing levels need to be legal under the supervision ratios detailed in EYFS guidance	Two staff will remain in the FS1 unit. If extra staff can be deployed to support, they will. However, with numbers of children in school this is unlikely.
Will sand, water and dough still be permitted within EYFS settings?	Individual resources where necessary for child's needs. Resources to be labelled with names, water to be poured away after individual use. Reviewed October 2020: Sand and water permitted in EYFS to support pupil learning. If guidance is updated, this will be ammended.
Children may have significant gaps in learning	Teachers may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if they think this would support your children following time out due to coronavirus For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. For Reception, consider how all groups of children can be given equal opportunities for outdoor education.

YEAR 1 – YEAR 6 CLASSES	
Issue	Additional information and proposed actions
Setting up the classroom(s) to ensure that all DfE and government guidance is adhered to.	Within the classroom children will use their own desk. Desks will be spaced as far apart as is possible given space available and number of children. Activity areas in classrooms organised to maintain as much social distancing, Minimise contact between individuals and maintain social distancing wherever possible Small adaptations to the classroom to support distancing where possible. Pupil's seated side by side and facing forwards, rather than face to face or side on, Children will receive individual packs with their own stationery that will not be shared.

	<p>Reviewed January 2021: Depending on the most effective approach to organising a classroom; teachers have the discretion to have children sat in rows facing forwards or have tables grouped together to allow more targeted support to groups of children during lessons.</p> <p>*Spacing between desks not required.</p> <p>*Occupied spaces will continue to be well ventilated across school.</p> <p>*Continue to ensure 'Good Hygiene for everyone'</p>
<p>Infection control & Transmission of Coronavirus</p> <p>Timetable & Curriculum</p>	<p>When timetabling, 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, it is important to avoid creating busy corridors, entrances and exits. A timetable for each class is designed to ensure the minimum cross over of bubbles and to minimise shared use of resources.</p> <p>Class organisation will be based on ten classes. Curriculum has been planned to minimise need to share resources and teachers will be responsible for ensuring they are resourced for lessons and that this is completed in good time. No class will be in the same area of school at any time. Any cross over of bubbles walking to and from their designated areas is carefully managed between staff.</p> <p>*Pre C-19 Curriculum to resume</p>
Physical activity in school	<p>Pupils kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene (this is particularly important in a sports setting because of the way in which people breathe during exercise. Activities such as daily mile, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p> <p>*Pre C-19 Physical Activity to resume in school</p>
Playground and equipment	<p>*PE and playtime equipment will be assigned to specific groups/classes of children for their own use. This will be managed and supervised as well as thoroughly cleaned after use on a 'use basis'.</p> <p>*Year Groups/Bubbles of children will be allocated a location on the playground and field that they can access at playtime and lunch time. No other group will access this same area at the same time.</p> <p>*Split playtimes and lunch times to allow for maximum distancing. The adults supervising each group at playtime will be the adults within their classroom so to ensure there is not mixing of groups.</p> <p>*Children will also receive individual work packs with stationery that will not be shared.</p> <p>*Work stations and desks will be disinfected at break times and lunch times and deep cleaned after school when children and staff have left.</p>

	<p>*Playground and equipment for 2021 – 2022 to remain within Year Groups.</p> <p>*Continue to ensure 'Good Hygiene for everyone' The adventure playground has been cordoned off.</p>
Lunchtime	<p>A staggered approach to lunchtime will be taken to ensure bubbles remain separated FS2 will use the hall and will have a hot option. Reviewed January 2021; KS1 children (universal free school meals) who wish to have a hot meal to eat in the hall. Children will be spaced in the hall between groups to allow for safe social distancing.</p> <p>All other KS2 children will be required to bring a packed lunch.</p> <p>Lunch will be eaten inside the classroom. All desks will be cleaned before and after the children have eaten. Bubbles will be allocated zones on the playground. Some bubbles will have an allocated SMSA while other classes will have a teaching assistant. (Staff may need to be included on lunchtime supervision rota to ensure safety and correct supervision levels).</p> <p>*Dining Halls open for Packed Lunches – children will access both halls and sit with other children in their class.</p> <p>*Continue to ensure 'Good Hygiene for everyone'</p>
Entry and exit points	<p>Entry and exit points will form part of the whole school approach and implementation of a one-way system around school.</p> <p>Each class has an entrance and exit route which has been describe and explained in communications (see letters).</p> <p>Parents will use social distancing marked arrows outside of school designated areas where the children will be greeted by SLT and then the class teacher at the door.</p> <p>Parents and carers will not be permitted access to the building. There will be entry and exit points assigned for each group.</p> <p>Parents will be instructed not to gather at the school entrance by staff outside on meet and greet.</p> <p>Staff to insist handwashing/sanitise upon arrival to school, when they return from breaks, when they change rooms, before and after eating. Parents will then exit via the drive supervised by SLT.</p> <p>*Entry and Exit points as pre C-19 for each class/Year Group</p>
Ensure clear guidance around use of PPE particularly for intimate care and first aid	<p>There is guidance provided in the document <i>'Implementing protective measures in education and childcare settings'</i></p> <p>All documents and relevant risk assessments will need to be shared with staff and regularly reviewed to ensure safety of all involved</p> <p>PPE supplies have been purchased and direction of the use will be provided by guidance stated below:</p> <p>A key mitigation in the spread of the disease is for PPE face masks must be worn by staff in communal spaces e.g. corridors, staff room (when not eating), office, photocopier room) Feb 21. Government guidance on the opening of Early Years Settings which states 'A facemask should be worn if a distance of 2 metres cannot be maintained from a child who is symptomatic and awaiting collection and if contact is necessary, then gloves, an apron and a facemask should be worn.</p>

	<p>As a Trust and a school we also work under the guidance of the local authority and local public health and it is under this guidance that we ask parents to wear facemasks when bringing into/ collecting their child(ren) from school.</p> <p>Further guidance on face coverings</p> <ul style="list-style-type: none"> • Safe working in education, childcare and children’s social care provides • Face coverings in education settings <p>Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> • cleaning of hands before and after touching – including to remove or put them on • safe storage of them in individual, sealable plastic bags between use <p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p> <p>*Pre C-19 PPE worn and at staff’s discretion. Staff encouraged to wear in communal areas when children are in the building.</p> <p>*Continue to ensure ‘Good Hygiene for everyone’</p>
<p>Children may have significant gaps in their knowledge and learning</p>	<p>For pupils in Key Stages 1 and 2, teachers are expected to prioritise identifying gaps and re-establishing 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.</p> <p>Teachers should ensure their curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.</p>
<p>Educational Visits</p>	<p>*Educational day visits - schools have been able to resume educational day visits since 12 April.</p> <p>*Domestic residential educational visits - schools can resume domestic residential educational visits from 17 May.</p> <p>*International visits – DfE recommend that schools do not go on any international visits this academic year up to and including 5 September 2021.</p> <p>*Key points relating to all educational visits - All educational visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time.</p> <p>*Risk Assessment for all educational visits - Thorough risk assessments should be conducted to ensure visits can be undertaken safely, wider advice on visiting indoor and outdoor venues should be followed.</p> <p>*Risk assessment for residential educational visits - Schools should follow the additional guidance provided in Annex C of DfE guidance to satisfy themselves that pupils are being taken into a safe environment.</p> <p>*Physical Activity in Schools – Schools have the flexibility to decide how physical education, sport and physical activity will be provided and outdoor sports should be prioritised where possible. *Outdoor Learning - It remains good infection control practice to make use of outdoor spaces on the school site, in the local area and further afield to support the delivery of the</p>

	<p>curriculum wherever possible. *Insurance and New Bookings – DfE continue to identify a likely gap in COVID-19 cancellation related insurance. Schools considering booking a new visit are advised to check carefully and ensure any new bookings have in place adequate financial protection. This may come from their insurance provider or the Risk Protection Arrangement (RPA) or from other sources such as the provider offering no cost deferrals or full cash refunds. Schools should also check carefully any booking terms and conditions to ensure they are satisfied with arrangements for any potential cancellations, refunds or other changes which may become necessary at short notice to ensure they are satisfied with the arrangements to mitigate any financial risks.</p> <p>*Full and thorough risk assessments to take place in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment</p>
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