

Huntington CP School

Covid 19 Recovery Plan and Risk Assessment: Full Re-Opening (March 2021)



Introductory Statement

This plan has been prepared in line with the latest DfE guidance, including [Schools coronavirus \(COVID-19\) operational guidance](#) – it is also informed by NAHT guidance, and incorporates additional advice based on front-line experience from Dr Matt Butler, as distributed via NAHT channels.

Joint advice has been issued by the GMB/NEU/Unison/Unite, in the form of a [Coronavirus: advice for fuller opening](#). While this advice has been considered in drawing up this plan, where it departs from the DfE guidance the latter has taken precedence, since that is the guidance that requires this plan to have been devised.

This plan will be reviewed on an ongoing basis, and its implementation may be affected by local and national circumstances.

Contents

Overarching Guidance for all staff Staff Principles

STAFF & PUPIL CONTROLS

- Staff wellbeing
- Staff contacts
- Staff absence
- Vulnerable Staff (including pregnant staff)
- PPE
- Pupils
- Pupils formerly shielding
- Behaviour Policy
- Communication: to staff, to children, to and from parents

SPATIAL CONTROLS

- Social Distancing
- Pupil Bubbles
- S4YC before/after school childcare
- Physical Building

TIMING/MOVEMENT CONTROLS

- Timetable
- Drop-off/Pick-up
- Lunchtime
- Staff Working Hours
- Movement: Children
- Movement: Staff
- Movement: Parents
- Movement: Visitors

PROCEDURAL CONTROLS

- Teaching, Learning and Curriculum
- Toileting
- Cleaning
- First Aid
- Asymptomatic Testing
- Suspected Covid 19: care, isolation & confirmed cases
- Local outbreak

PREMISES CONTROLS

- Premises checks

Overarching Guidance for all staff

Preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those infected, via sneezing, coughing, talking) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. DfE guidance states that these must include the following:

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) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Response to any infection

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Staff Principles

1. Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (after informing the headteacher) and access a test as soon as possible (via <https://www.gov.uk/apply-coronavirus-test-essential-workers> - all education staff are considered essential workers).
2. Do not come to work if you are self-isolating because a member of your household has symptoms.
3. Participation in the staff asymptomatic testing programme is strongly encouraged.
4. Clean your hands and wrists more often than usual - with warm running water and soap, drying them thoroughly, or use hand sanitiser, ensuring that all parts of the hands are covered.
5. Use the 'catch it, bin it, kill it' approach when using tissues.
6. Avoid touching your mouth, nose and eyes.
7. Avoid touching surfaces whenever possible – consider holding hands clasped together when moving inside the building.
8. Staff may wear PPE in classrooms if they wish (facial coverings, gloves).
9. All staff should wear a facial covering in communal areas of the school (corridors, staffroom, toilets, photocopier rooms etc) and elsewhere if 2m distancing cannot be maintained (e.g. in classrooms where there are more than two adults present).
10. Clean frequently touched surfaces often using standard products, such as detergents – including your teacher laptop.
11. Modify your teaching approach to keep a distance from children in your class as much as possible, avoiding close face to face support (and especially being below a child's head).
12. Follow marking/feedback guidance (see separate document) with respect to contact with pupils' work (maintain hand hygiene especially).
13. Do not call pupils to the front of the class.
14. 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.
15. Prevent your class from sharing equipment and resources (individual pencil cases, pencil sharpeners and packs of tissues will be supplied) – there may be exceptions in EYFS (see Cleaning section)
16. Keep your classroom windows open for air flow (and doors when the classroom is unoccupied).
17. Limit the number of children from your class using the toilet to one of each gender at any one time.
18. Limit your contact with other staff members and practise 2m social distancing from them at all times.
19. Make sure you have read the school's updated Behaviour Policy and know your role within it.

STAFF & PUPIL CONTROLS

Aspect	Measures to Implement	DfE Guidance	Notes	Risk
Staff wellbeing	<ul style="list-style-type: none"> ▪ Red/amber/green RA to be carried out regularly with staff to ensure their wellbeing is taken into account, and any concerns passed on to SLT. ▪ Training update prior to return to school, with focus on recent changes. ▪ Staff made aware of additional support (via, for example, the free helpline of the Education Support Partnership). 	<ul style="list-style-type: none"> ▪ Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. ▪ Refer to guidance and resources in Extra mental health support for pupils and teachers 	<p>CWAPH have provided a training link for staff wellbeing support.</p> <p>EAP support details circulated (24.05.20)</p>	M
Staff contacts	<ul style="list-style-type: none"> ▪ Staff will generally be allocated to one year group only, and should avoid contact with staff/pupils from other year groups where possible. ▪ For staff working with pupils from a number of different year group bubbles, the general procedure will be to maintain social distancing outside, and when inside to also wear a facial visor: <ol style="list-style-type: none"> 1) PPA tutors teaching within classrooms should wear a facial visor and ensure 2m social distancing is maintained within the PPA-cover class, from both adults and pupils. 2) PPA Sport tutors teaching outside should strive to ensure 2m social distancing is maintained from both adults and pupils – if the pupils have to come into the class due to inclement weather, the tutor should don a facial visor. 3) Midday Assistants should wear a facial covering when working in the dining hall, and maintain social distancing outside as far as possible. 	<ul style="list-style-type: none"> ▪ The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. 		M
Staff absence	<ul style="list-style-type: none"> ▪ In case of staff absence, one of the school’s contracted supply teachers will be employed to cover the absence in the first instance – if none are available, the school’s regular supply agency will be contacted. ▪ All short-term supply staff will be expected to wear a facial visor and ensure 2m social distancing is maintained from pupils at all times. 	<ul style="list-style-type: none"> ▪ 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. ▪ 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. 		M
Vulnerable Staff (including pregnant staff)	<ul style="list-style-type: none"> ▪ DfE guidance indicates that clinically extremely vulnerable staff should not attend the workplace until at least March 31st. ▪ DfE guidance indicates that clinically vulnerable staff, and those who live with clinically extremely vulnerable people, can attend the workplace – they should follow the guidance at right. ▪ Pregnant staff are also classed as clinically vulnerable, and are advised to follow the same advice. ▪ Additionally, The Royal College of Obstetrics and Gynaecology (RCOG) has published occupational health advice for 	<ul style="list-style-type: none"> ▪ Clinically vulnerable staff should follow the sector-specific measures to minimise the risks of transmission. ▪ These include taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. Ideally, adults should maintain 2m distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1m of others. While the risk of transmission between young children and adults is likely 		

	<p>employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. Pregnant women should follow this advice and continue to monitor for future updates to it.</p>	<p>to be low, adults should continue to take care to socially distance from other adults including older children.</p> <ul style="list-style-type: none"> ▪ People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. 		
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<p>PPE</p>	<ul style="list-style-type: none"> ▪ PPE is not generally needed except in a small number of cases (see DfE guidance at right) – but staff may wear items of PPE (e.g. a facial covering) if they wish. ▪ Teachers are advised not to wear gloves unless directed to do so in medical emergencies. ▪ Unless a child is showing Covid-19 symptoms, continence issues and soiling should be dealt with by staff following normal hygiene procedures (e.g. use of aprons & gloves, appropriate positioning). ▪ Staff to receive training about safe storage, application and removal of facial coverings and other equipment (e.g. facial visors). ▪ Specific risk assessments, including any PPE requirements, for dealing with identified individual children (SEND, behavioural or physical need) will be drawn up. These may indicate the need for specific PPE (e.g. facial visor) when dealing with individual children (e.g. those who need close support on a frequent basis, or those who might spit). 	<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> ▪ where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained ▪ where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used <p>Staff should follow their normal practice when changing nappies and caring for babies more generally, provided the child is not showing symptoms of coronavirus (COVID-19). This includes continuing to use the PPE that they would normally wear in these situations, for example, aprons and gloves.</p> <p>Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>		<p>H</p>
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<p>Actions Draw up specific risk assessments, including any PPE requirements, for dealing with identified individual children (SEND, behavioural or physical need) as required.</p>				
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Pupils	<ul style="list-style-type: none"> ▪ All pupils will be requested to return from March 8th 2021 – parents have been advised of this. ▪ Pupils are to wear school uniform, except on days when PE is scheduled, when they should come to school in their PE kit (including dark sport leggings and trainers). ▪ Facial coverings are not recommended for use by primary school pupils. ▪ Nursery pupils should only attend Huntington Primary, not any other setting, during school hours. ▪ Individual plans and risk assessments will be drawn up to enable the attendance of SEND children and those with other needs. 	<p>School attendance will therefore be mandatory again from March 8th 2021. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> • parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; • schools' responsibilities to record attendance and follow up absence • the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct 		M
Pupils formerly shielding	<ul style="list-style-type: none"> ▪ Clinically extremely vulnerable children and young people should not attend the school. The school will make appropriate arrangements for such pupils to be able to continue their education at home. ▪ 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). More advice is available from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people 	<ul style="list-style-type: none"> ▪ As our knowledge of COVID-19 has grown, we now know that very few children and young people are at highest risk of severe illness due to the virus. Doctors have therefore been reviewing all children and young people who were initially identified as clinically extremely vulnerable to confirm whether they are still thought to be at highest risk. ▪ Clinically extremely vulnerable children and young people should not attend school or other educational settings, because the risk of exposure to the virus in the community is now very high. ▪ Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised. 		M
Actions				

<p>Behaviour Policy</p>	<ul style="list-style-type: none"> ▪ Behaviour policy appendix adjusted to outline revised expectations (as identified within this plan and informed by DfE guidance – see right). ▪ Children who do not follow the revised school rules in line with DfE guidance will be given two warnings. If they continue to disobey these rules (e.g. staying within their designated year group’s area at break times) then the leadership team may contact their parents/carers. ▪ Children are not to be alone inside the building at any point, except in transit to the first floor toilet block. ▪ Children should bring minimal personal belongings into school: water bottle, lunch box, coat and sunhat (also, for Y5/6 pupils given permission to travel to/from school alone, a mobile phone; and sanitary towels for girls). ▪ A further revision of the Home School Agreement was distributed to all. 	<ul style="list-style-type: none"> ▪ Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at Behaviour and discipline in schools. ▪ Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. ▪ Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system. 		<p>M</p>
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Communication to staff	<ul style="list-style-type: none"> ▪ Existing communication methods (email, text) will continue for dissemination of key messages. ▪ Staff meetings will be held online – no face-to-face meetings will take place. ▪ Online meeting to be held in the week before full opening. ▪ HT/DHT available during initial phases of re-opening especially, for distanced consultation/support. ▪ Regular staff feedback opportunities to be provided, online (e.g. weekly wellbeing survey). 	<ul style="list-style-type: none"> ▪ Undertake an online INSET meeting before full opening, to take staff through revised arrangements. ▪ The headteacher (and deputy headteacher when possible) will be present around the school, especially during the early part of full opening. Staff and pupils may require additional support and reassurance, and this will enable SLT/Governors to pick up on any issues or problems. ▪ Arrange regular opportunities to get feedback from staff on the new arrangements. 		M
Communication to children	<ul style="list-style-type: none"> ▪ Reminders of the existing procedures will be provided to children by staff on the first day of attendance, and regularly revisited with each class. 	<ul style="list-style-type: none"> ▪ noting that some children and young people will need additional support to follow these measures (for example, social stories to support them in understanding how to follow rules) 		M
Communication to and from parents	<ul style="list-style-type: none"> ▪ Essential correspondence, including guidance relating to full re-opening, sent out via text link to website-hosted content (including letter pdfs and webpage text). ▪ Any forms or messages from parents should be emailed to the school office to avoid congestion at the front of school. ▪ If absolutely necessary, paper correspondence can be placed in the external letterbox – any such mail needs to be handled carefully, washing hands thoroughly after contact. 	<ul style="list-style-type: none"> ▪ 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) ▪ also think about engaging parents and children in education resources such as e-bug and PHE schools resources 		M
Actions				

SPATIAL CONTROLS

Aspect	Measures to Implement	DfE Guidance	Notes	Risk
Social Distancing	<ul style="list-style-type: none"> ▪ No physical contact between staff (handshakes, hugs) – social distancing should be maintained (2m). ▪ Staff should maintain social distancing between themselves and pupils wherever possible – in particular, they should avoid close face to face contact and minimise time spent within 1m of anyone ▪ Older pupils (Y5/6) should be supported to stay 2m apart and not touch staff or each other ▪ Adherence to this policy will be monitored. 	<ul style="list-style-type: none"> ▪ 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. ▪ 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. 		M
Pupil Bubbles	<ul style="list-style-type: none"> ▪ Pupils will be organised into year group bubbles. ▪ Year group bubbles should remain apart from each other for the entire day – neither pupils nor staff should mix with those from other bubbles if at all possible ▪ Exceptions will be necessary for staff providing PPA cover and Midday Assistants (see Staff Contacts). 	<ul style="list-style-type: none"> ▪ 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. This... makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible. ▪ However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. ▪ Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept apart from other groups where possible. 	Collection and drop off points need to be carefully considered.	M
Actions				

<p>S4YC before/after school childcare</p>	<ul style="list-style-type: none"> ▪ Before/after school childcare, operated onsite by S4YC, will require sub-division of the hall into 7 or 8 spaces during their use (the same number of areas as there are year groups – 8 are needed if Nursery children are allowed to access the provision). ▪ At the start of the day, a little before their class' arrival time: <ul style="list-style-type: none"> ➢ junior children from each year group (both classes at once) will be collected from S4YC by the teacher at each staircase to sanitise their hands and either go to class (if due then) or wait with their teacher at the staircase. ➢ infant children will be collected from S4YC by a class TA. ▪ At the end of the day, children will be taken to S4YC by their class teacher after the rest of the class have been collected by their parents/carers. 	<ul style="list-style-type: none"> ▪ Follow guidance in <i>Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus (COVID-19) outbreak</i> ▪ Where it is possible to do so, providers should also try to work with parents, the schools or early years settings which children attend to ensure, as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day. This will minimise the amount of mixing between different groups of children outside of school, and therefore the risk of infection. 		<p>M</p>
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Actions

Physical Building	<p style="text-align: center;">INTERNAL SPACES</p> <p>Classrooms</p> <ul style="list-style-type: none"> ▪ Two children per table, both facing the front, except in EYFS. ▪ Tables to be moved such that seating positions are as far apart as possible in all directions, maintaining a 2m wide teacher strip at the front of each room (pupil table depth provides an additional 0.5m separation). ▪ Any items that cannot be easily cleaned (e.g. soft furnishings) should be removed. ▪ Each pupil will have their own pencil case containing frequently-used equipment, and a pack of their own tissues, kept at their place. ▪ Ventilation – open windows and activate mechanical air ventilation regularly to maintain air flow (each classroom is independently ventilated). See also Premises Controls section. ▪ Internal classroom doors should be closed to maintain the integrity of the pupil bubble when occupied, but opened during breaks and when unoccupied. <p>Toilets</p> <ul style="list-style-type: none"> ▪ Each ground floor year group bubble has access to their own toilet area (YN, YR, Y1 and Y2). Only that year group should use those toilets – hence both KS1 toilet areas will be in use at lunchtime (although not at the same time). ▪ First floor toilet blocks will have allocated toilet cubicles within them – 2 each for Y3 and Y4, 1 each for Y5 and Y6. Children should wait in the corridor outside if no cubicle is available, or if they can see two children using the sink area (only two taps will be in use in each toilet block). ▪ There will also be an allocated soap dispenser for each year group. ▪ Staff to use allocated disabled/staff toilets, ensuring appropriate hand hygiene. ▪ Enhanced cleaning in place for all toilet areas. <p>Corridors</p> <ul style="list-style-type: none"> ▪ Children only to use the ground floor corridor under adult supervision (e.g. on way to lunch hall) – junior children may use the first floor corridor independently, but only to access the toilets. ▪ Adults should follow standard 2m distancing – use alcoves/direct line of sight to enable this. ▪ Fire Doors to be kept open (wifi release mechanism will operate if alarm sounds). ▪ Signage in place to remind of 2m distancing (corridors & staircases). <p>Staircases</p> <ul style="list-style-type: none"> ▪ Before walking up the stairs, children will use the hand sanitiser stations – before walking downstairs, they will wash their hands. <p>Photocopier Room/Area</p> <ul style="list-style-type: none"> ▪ All photocopying to ideally be done before the school day, with sanitiser and cleaning wipes at hand (and machine controls wiped regularly). ▪ Staff to use photocopier on their allocated floor of the building. ▪ Upstairs reprographics room – door to be wedged open. 	<ul style="list-style-type: none"> ▪ 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. 	<p>All shared toilets – four times daily cleaning of handles & taps by cleaners.</p>	<p>M</p>
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Isolation Room

- Pupils to be isolated in Meeting Room.
- Plastic chair & *Learnpad* provided for use by pupil while waiting for collection (easily cleaned – no books).

Hall

- The hall will be sub-divided for use by S4YC and for the provision of school lunches (see Appendix 3). The dividing screens will need repositioning before and after lunch.
- The kitchen servery has had a perspex screen installed between the catering staff and the children being served.

Staff Areas

- Staffroom - should not be used to congregate, only to retrieve lunches from the large fridge and obtain a drink.
- Staff Workroom – only 2 staff should use at the same time, maintaining 2m distancing. The keyboard and screen of any laptops within the room should be wiped before and after use, and hands sanitised before and after use.
- Group Rooms – only 1 adult should use at a time.

EXTERNAL SPACES

- Four areas of tarmac allocated for exclusive use of two year groups each, with staggering to ensure no simultaneous use at break & lunchtime (Appendix 2).
- The Adventure Play Areas can be used, but only by one year group bubble per day, after which they will be cleaned (especially plastic components).
- Where lessons and weather permit, learning should take place outside.

SIGNAGE

- Classroom and staircase external doors, used for entry/exit, will have a parent/carer waiting point, with an appropriate social distancing message, marked out 2m from the door, directly on the playground, to indicate the closest that parents/carers should stand.
- All corridors and staircases will have 2m floor markings and display additional health/distancing signage.
- External areas will have safety and route guidance signage
- All toilets and first floor classroom sink areas (used for hand washing) will have hand washing guidance posters.
- All toilets will have signage to indicate which year group should use them.

- Outdoor playground equipment should be more frequently cleaned.

Actions

TIMING/MOVEMENT CONTROLS

Aspect	Measures to Implement	DfE Guidance	Notes	Risk
Timetable	<ul style="list-style-type: none"> ▪ Morning and afternoon playtimes will be organised in two staggers, such two year groups may each successively use one of the four designated outdoor areas, marked out with bollard chains (see Appendix 2). ▪ Staggered lunchtime sittings will be implemented, enabling the sub-divided hall to be used by two year groups at a time following a timetable which allows this use and access to the outdoor areas. 	<ul style="list-style-type: none"> • 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, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). 		M
Drop-off/ Pick-up	<ul style="list-style-type: none"> ▪ Drop-off and Pick-up times will be staggered, to reduce the number of parents and pupils on site at any one time, and avoid contact between pupil bubbles when accessing the first floor via the stairs. ▪ See Appendix 1 for site plan and timetables for drop-off and pick-up. 	<ul style="list-style-type: none"> ▪ schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. ▪ Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed. 		M
Lunchtime	<ul style="list-style-type: none"> ▪ Lunches will be eaten in the sub-divided hall: 2 year groups at a time, according to the timetable Appendix 3). ▪ Children are not to access the building during lunch time except to use the toilet, with the permission of a staff member supervising their bubble. ▪ First Aid – pupils can attend the MI room if necessary. 			M

Movement: Children	<ul style="list-style-type: none"> ▪ Children not to use corridors except where/when indicated under Physical Building (Corridors). ▪ Children to stay within designated areas when outside. 			M
Movement: Staff	<ul style="list-style-type: none"> ▪ Staff should maintain 2m social distancing from other adults at all times, especially indoors. ▪ Communal facilities: see Physical Building (Staffroom, Staff Workroom, Group Rooms, Photocopier Room/Area). 	<ul style="list-style-type: none"> ▪ stagger the use of staff rooms and offices to limit occupancy 		M
Movement: Parents	<ul style="list-style-type: none"> ▪ Only one parent should drop-off and collect children. ▪ Signage/floor markings will indicate where parents should queue to drop-off/collect children. ▪ Guidance will be provided for parents about drop-off/pick-up. ▪ Children should only be collected by a member of their household, support bubble or childcare bubble. ▪ Parents/carers can only enter the building at the main foyer, one family at a time (office staff shielded behind the glass partition) unless in an emergency. ▪ An external letterbox has been provided for mail. 	<ul style="list-style-type: none"> ▪ Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. ▪ Schools should remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed. 		M
Movement: Visitors	<ul style="list-style-type: none"> ▪ Visitors who are not critical to continued operation of the site (e.g. fire alarm maintenance operatives) should not enter the school building past the foyer. ▪ Ongoing discussions with S4YC (childcare), Nirvana (cleaning) and Edsential (catering) staff will take place to ensure the control measures in place are understood and adhered to. ▪ Clear signage about the expectation for 2m social distancing from all adults is in place. ▪ The school sign-in system should be operational at all times. 	<ul style="list-style-type: none"> ▪ Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term. ▪ Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. ▪ A record should be kept of all visitors. 		L
Actions				

PROCEDURAL CONTROLS

Aspect	Measures to Implement	DfE Guidance	Notes	Risk
Teaching, Learning & Curriculum	<ul style="list-style-type: none"> ▪ Curriculum planning – see separate guidance. ▪ Mental health & wellbeing will be a feature of the curriculum at the outset, and ongoing as required. Use will be made of the DfE webinar. ▪ All pupils will receive initial lessons in new procedures (including Behaviour Policy additions), and these will be reinforced regularly. ▪ Lesson delivery – teachers in all year groups except EYFS will deliver lesson content from the front of the room, maintaining social distancing with pupils (seated at tables facing the front). ▪ Feedback & marking – see separate guidance to reduce the amount of written feedback (e.g. whole class feedback identifying misconceptions from a sample of work). ▪ Books to be retained by pupils in their individual trays rather than in a class collection. ▪ Remote Learning - <i>Google Classroom</i> (Y1-6) and <i>Tapestry</i> (EYFS) will be used in case of local or national lockdowns or pupil bubble closures, and also for homework – see separate Remote Learning guidance. ▪ Music and PE – specific DfE guidance will be followed: <ul style="list-style-type: none"> i) Music – no indoor singing or use of blown instruments – <i>Charanga</i> modified scheme to be used. <i>Y4 Music for Life</i> programme will recommence after the Spring Break (no brass). ii) PE – outdoor PE only at present, with no contact sport permitted & equipment left a suitable time, or cleaned, before use by a different year group bubble. ▪ RSHE – new scheme (using <i>1Decision</i> purchased resource) has been implemented and incorporated into long-term plans. 	<ul style="list-style-type: none"> ▪ Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils’ knowledge. ▪ Curriculum planning should be 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 and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure. ▪ You may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. 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 may deprive pupils of the knowledge and cultural capital they need to succeed in life. If you choose to suspend some subjects for some pupils (where the subject is not one that is statutorily mandated) you should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents. ▪ For pupils in Reception, disapplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. You may consider focusing more on the prime areas of learning in the EYFS if you think this would support your children following time out due to coronavirus (COVID-19). 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. ▪ KS 1 and 2, school leaders are expected to prioritise identifying gaps and re-establishing good progress in 		M

		<p>the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain 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/sport, RE and, at KS2, languages.</p> <ul style="list-style-type: none"> Schools are required to provide some relationships and health education to all primary age pupils. You may choose to focus this year's RSHE teaching on the immediate needs of your pupils, such as health education, introducing a more comprehensive RSHE programme in September 2021. You should prioritise RSHE content based on the needs of your pupils, with particular attention to the importance of positive relationships, as well as mental and physical health. 		
<p>Actions</p> <ul style="list-style-type: none"> Teaching & Learning suggestions/approaches to be shared and adapted as practice develops, while maintaining essential non-contact principle. 				
<p>Toileting</p>	<ul style="list-style-type: none"> Ground floor year group bubbles to use their dedicated toilets. First floor year group bubbles (Y3-6) will use allocated toilet cubicles and soap dispensers within the shared block. Children should wait in the corridor outside if no bubble cubicle is available, or if they can see two or more children using the sink area (signage to remind). Junior children will be encouraged to close the toilet lid before flushing – through advice and signage (in each cubicle). Only one boy and one girl from each year group bubble allowed to go to the toilet simultaneously during break/lunchtime. Monitoring station has been established in the water fountain recess (with table & sneeze screen) for supervision of this area. Paper towels used for drying hands, not electric hand dryers. Pedal bin provided for each paper towel dispenser. Cleaning regime devised. SMO to check regularly that soap supply is adequate. 	<ul style="list-style-type: none"> Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet Different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it 	<p>Hand dryers not in use for drier hands, reducing possibility of eczema, and to reduce possibility of inadequately cleaned hands under dryer creating a virus-laden aerosol.</p>	<p>M</p>
<p>Actions</p>				

<p>Cleaning</p>	<p>Toilets</p> <ul style="list-style-type: none"> Contact points in pupil toilet areas on ground floor (taps, soap dispenser push buttons, toilet flush buttons) should be cleaned throughout the day (on-site cleaner). All toilets will be sprayed immediately after the lunch period and after break with suitable cleaning detergent (on-site cleaner). Toilets will be deep cleaned at the end of each day (Nirvana) <p>Communal Areas</p> <ul style="list-style-type: none"> Contact points in communal areas must be cleaned regularly: door handles & push plates, door release buttons, light switches, bannisters (on-site cleaner). Bins must be emptied before they are full and at least once daily (SMO). <p>Classrooms</p> <ul style="list-style-type: none"> Contact points in classrooms (light switches & door handles) should be cleaned throughout the day (TA/class teacher). Small shared equipment (e.g. <i>Learnpads</i>) should be wiped at the table with detergent solution at the end of the day (TA/class teacher). <p>Cleaning Staff Guidance</p> <ul style="list-style-type: none"> On-site cleaner to wear long gloves. <p>Equipment/objects</p> <ul style="list-style-type: none"> Resources that cannot be cleaned according to the guidance must be packed away until after the epidemic is over. Most equipment should not be shared outside the year group bubble. PE equipment – this must always be cleaned between usage by different year groups, unless a suitable time interval has elapsed (48 hours, or 72 hours for plastics). The Computer Room will remain out of action at present – consideration will be given to timetabling its use such that extensive cleaning is not required. <p>EYFS</p> <ul style="list-style-type: none"> Malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances. Some resources for activities such as small world play, indoor and outdoor construction activities can be shared within the bubble – these should be deep cleaned at the end of each day (e.g. in Milton) (TAs) Larger resources (e.g. bikes) should be wiped with detergent at the end of each day. Paint brushes, pencils and scissors should be designated to individual children. Children should be taught to wash and sanitise 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. 	<ul style="list-style-type: none"> Follow guidance in Schools Coronavirus (COVID-19) operational guidance and COVID-19: cleaning of non-healthcare settings outside the home Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either: <ul style="list-style-type: none"> clean it before it is moved between bubbles allow them to be left unused for a period of 48 hours (72 hours for plastics) <p>EYFS</p> <ul style="list-style-type: none"> Follow guidance in Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. 	<p>COSHH rules regarding bleach</p>	<p>M</p>
<p>Actions</p>				

First Aid	<ul style="list-style-type: none"> ▪ One First Aid kit is allocated to each class. ▪ PPE may be worn when dealing with a pupil first aid incident, but is not a requirement. ▪ Staff requiring first aid should wear a facial covering if possible, as should the First Aider treating them. ▪ Individual teachers should administer basic first aid in the first instance: serious injuries should be seen by a fully trained first aider. ▪ Pupils should attend the MI room if necessary. ▪ Vomit must be cleaned up as soon after an incident as possible (PPE may be worn). Children waiting for collection after an incident should do so within the main foyer. ▪ The First Aider attending a head bump incident should inform the office after the incident, and office staff will then contact the parents to inform them (since head bump letters cannot be sent home, nor can paper wrist bands). 	<p>See guidance in Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)</p> <ul style="list-style-type: none"> ▪ Children, young people or learners who require first aid should continue to receive care in the same way. No additional PPE is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms. 		H
Asymptomatic Testing	<ul style="list-style-type: none"> ▪ All staff, and regular visitors to the site, are strongly encouraged to participate in the school’s asymptomatic testing programme. Test kits will also be offered to Edsential catering staff and S4YC staff. ▪ Testing should take place on Monday morning (results available by 7:15am) and Wednesday evening, with the results reported to both the school (via the dedicated email address) and to NHS Test & Trace. ▪ Positive tests should be reported immediately to the headteacher, to facilitate contact tracing and the organisation of supply cover. ▪ Staff members who test positive should book a PCR test as soon as possible to confirm the LFD test – if the PCR test is negative, they may return to work, and any identified close contacts may end their self-isolation. ▪ Members of households with a school-age pupil are also encouraged to access twice-weekly asymptomatic testing – details have been circulated to parents/carers via the return to school letter. The programme includes those supporting families via childcare and support bubbles. 	<p>Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.</p> <p>https://www.gov.uk/government/news/all-households-with-children-of-school-aged-to-get-rapid-covid-19-tests-per-person-per-week</p>		H
Suspected Covid 19: care, isolation & confirmed cases	<ul style="list-style-type: none"> ▪ Children who develop symptoms will be taken by a member of staff* to the Meeting Room and the door closed, with the member of staff supervising outside (in KS1 library) – 2m distancing should be strictly observed during pupil movement. (*if concern is noted in class, a TA should escort the child to the Meeting Room – if no TA is available, the headteacher (or senior member of staff on site) should be contacted immediately to facilitate the isolation). ▪ If not already aware, the headteacher (or senior member of staff on site) should be informed of the pupil’s isolation. ▪ If a second child develops symptoms simultaneously, they will be taken to another available space, with 2m distancing maintained at all times. ▪ Parents of children showing symptoms will be called and children sent home as soon as possible – they should then access a test, and until the results are obtained will need to isolate for 10 days (and their household members for 14 days) after the day that symptoms developed. ▪ The area where the child has been waiting must be cleaned with bleach once they have left, and the supervising member of staff must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser. 	<ul style="list-style-type: none"> ▪ If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). ▪ Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. ▪ If a child is awaiting collection, they should be moved, if possible, to a room where they can 		H

	<ul style="list-style-type: none"> ▪ Any Staff who display symptoms should leave the site immediately and access a test. ▪ 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 are sent home with symptoms, others in their year group bubble do not need to self-isolate unless: they develop symptoms themselves; if the symptomatic person tests positive; or they have been requested to do so by NHS Test and Trace. ▪ Temperature checks will not be used at the school on entry, on the advice of PHE. However, an infrared forehead thermometer is available to provide additional information if symptoms become apparent. 	<p>be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <ul style="list-style-type: none"> ▪ PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance. ▪ Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance. ▪ Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19). 		
<p>Local outbreak</p>	<p>The Council has published its Coronavirus Outbreak Prevention, Management and Support Plan which aims to prevent the spread of the virus and outlines how the Council will protect the community if local outbreaks occur in the borough.</p> <p>The plan explains how the Council’s new COVID-19 Management Hub will:</p> <ul style="list-style-type: none"> ▪ advise how the community can prevent outbreaks ▪ identify and declare a local outbreak ▪ manage a local outbreak ▪ declare the end of an outbreak ▪ support clinically vulnerable people who have tested positive and are self-isolating 			
<p>Actions</p>				

PREMISES CONTROLS

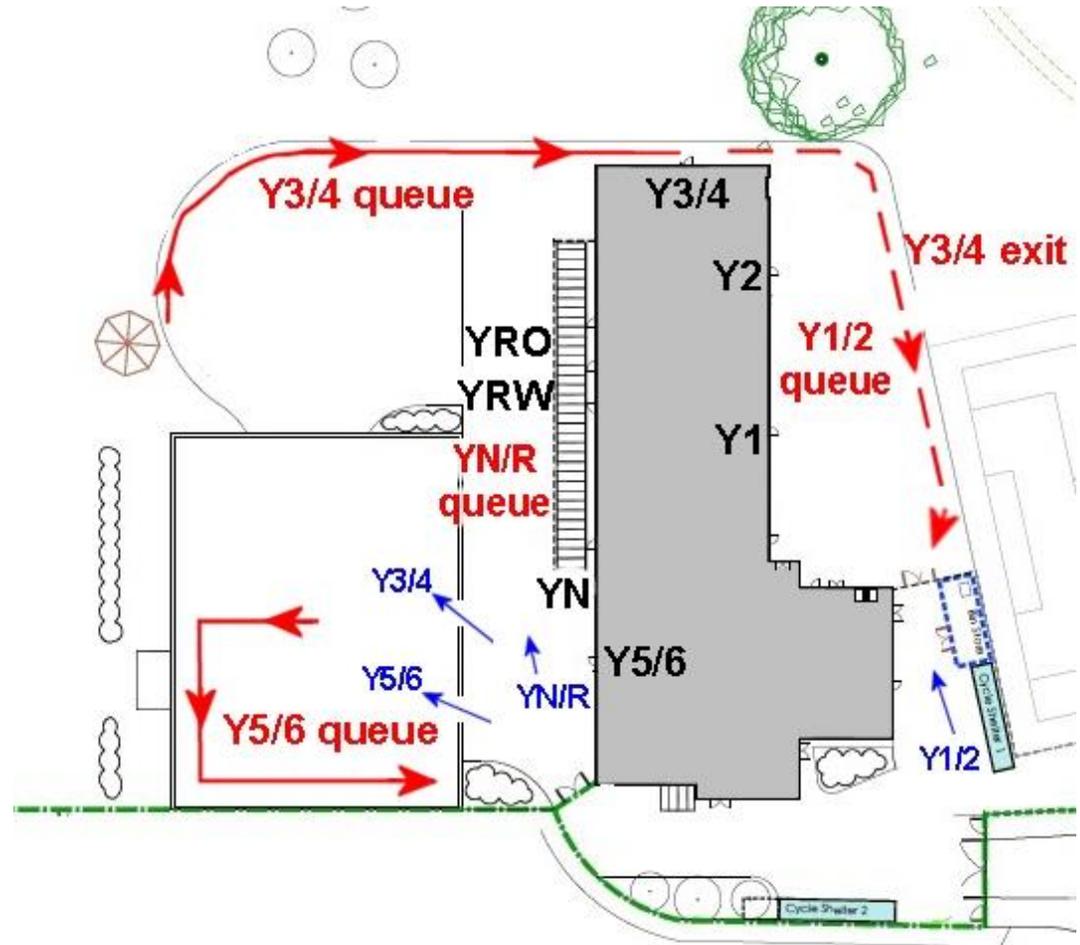
Aspect	Measures to Implement	DfE Guidance	Notes	Risk
<p>Premises checks</p>	<p>Full opening of the site</p> <ul style="list-style-type: none"> ▪ Follow normal recommissioning procedures as after the summer break ▪ Headteacher is the premises manager. ▪ Review arrangements for premises systems, especially as follows: <p>Ventilation</p> <ul style="list-style-type: none"> ▪ The school’s mechanical ventilation is a full fresh air system. ▪ Additional natural ventilation via windows should be used, with windows in occupied room left open. ▪ 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. ▪ In colder weather, high level windows should be opened in preference to low level windows (where available) to reduce draughts. ▪ Internal classroom doors should be left open during breaks, lunchtime and when a room is unused (e.g. during PE). ▪ Internal corridor doors should be left open during the day (but closed overnight). <p>Cleaning</p> <ul style="list-style-type: none"> ▪ See separate section on Cleaning ▪ Check drainage systems: check traps have not dried out and ensure water seals are in place to prevent smells within the building, for example, Hygiene room. ▪ When toilets are put back in use ensure the flushing of the toilets occurs with the lids down (where these are in place – signage installed 	<p>Opening after reduced occupancy</p> <ul style="list-style-type: none"> ▪ It is important that you undertake all the usual building checks to make the school safe. If buildings have been closed or had reduced occupancy, water system stagnation can occur due to lack of use. This can increase the risk of Legionnaire’s disease. ▪ Advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers’ guidance on emerging from lockdown. <p>Ventilation</p> <p>Where mechanical ventilation systems exist, you should ensure they are maintained in accordance with the manufacturer’s recommendations. Good ventilation with fresh air is essential at all times in classrooms and particularly during this period. Refer to the system of controls (see below) for guidance on keeping occupied spaces well ventilated.</p> <p>System of controls</p> <p>Keep occupied spaces well ventilated</p> <p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area. When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>These can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> ▪ mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply ▪ 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 	<p>Schools coronavirus (COVID-19) operational guidance</p>	<p style="text-align: center;">M</p>

	<p>to remind users) and toilet ventilation systems are operational.</p> <ul style="list-style-type: none"> ▪ Continue with: <ul style="list-style-type: none"> • all regular cleaning • enhanced practices appropriate for the coronavirus outbreak • maintenance • testing and statutory compliance activities <p>Fire safety</p> <ul style="list-style-type: none"> ▪ Review the fire safety management plan in line with operational changes. ▪ Check: <ul style="list-style-type: none"> • all fire doors are operational • the fire alarm system and emergency lights have been tested and are fully operational ▪ Make adjustments to the fire drill (taking account of pupil bubble approach) and practise it in the second week of the return. 	<ul style="list-style-type: none"> ▪ 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>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice provides more information.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> ▪ opening high level windows in colder weather in preference to low level to reduce draughts ▪ increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) ▪ providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform ▪ rearranging furniture where possible to avoid direct draughts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p> <p>Fire safety</p> <p>Fire safety management plans should be reviewed and checked in line with operational changes. You should check:</p> <ul style="list-style-type: none"> ▪ all fire doors are operational at all times ▪ your fire alarm system and emergency lights have been tested and are fully operational <p>Carry out emergency drills as normal (following social distancing as appropriate). You should make adjustments to your fire drill to allow for social distancing as appropriate. Refer to advice on fire safety in new and existing school buildings.</p>		
Actions				

Appendix 1

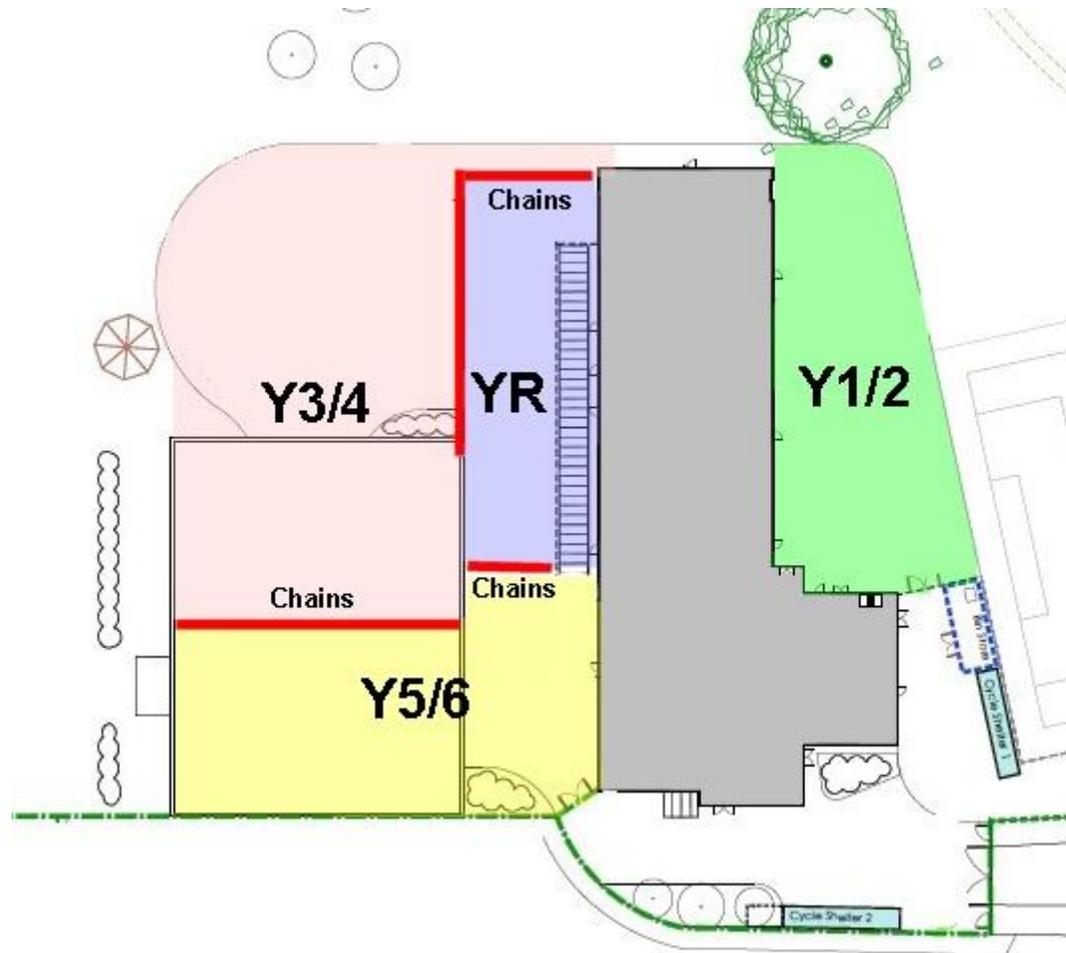
Drop-off & Pick-up Plan & Timings

TIME		EYFS/KS1		KS2	
Start	End	EYFS classrooms	KS1 classrooms	Y3/4 staircase	Y5/6 staircase
8:40	2:55	Nursery	Year 1 Maple		
	3:00			Year 3 Hazel	Year 5 Rowan
8:50	3:05	Rec Oak	Year 2 Elm		
	3:10			Year 3 Birch	Year 5 Larch
9:05	3:20	Rec Willow	Year 1 Beech		
	3:25			Year 4 Lime	Year 6 Alder
9:15	3:30		Year 2 Cedar		
	3:35			Year 4 Hawthorn	Year 6 Sycamore



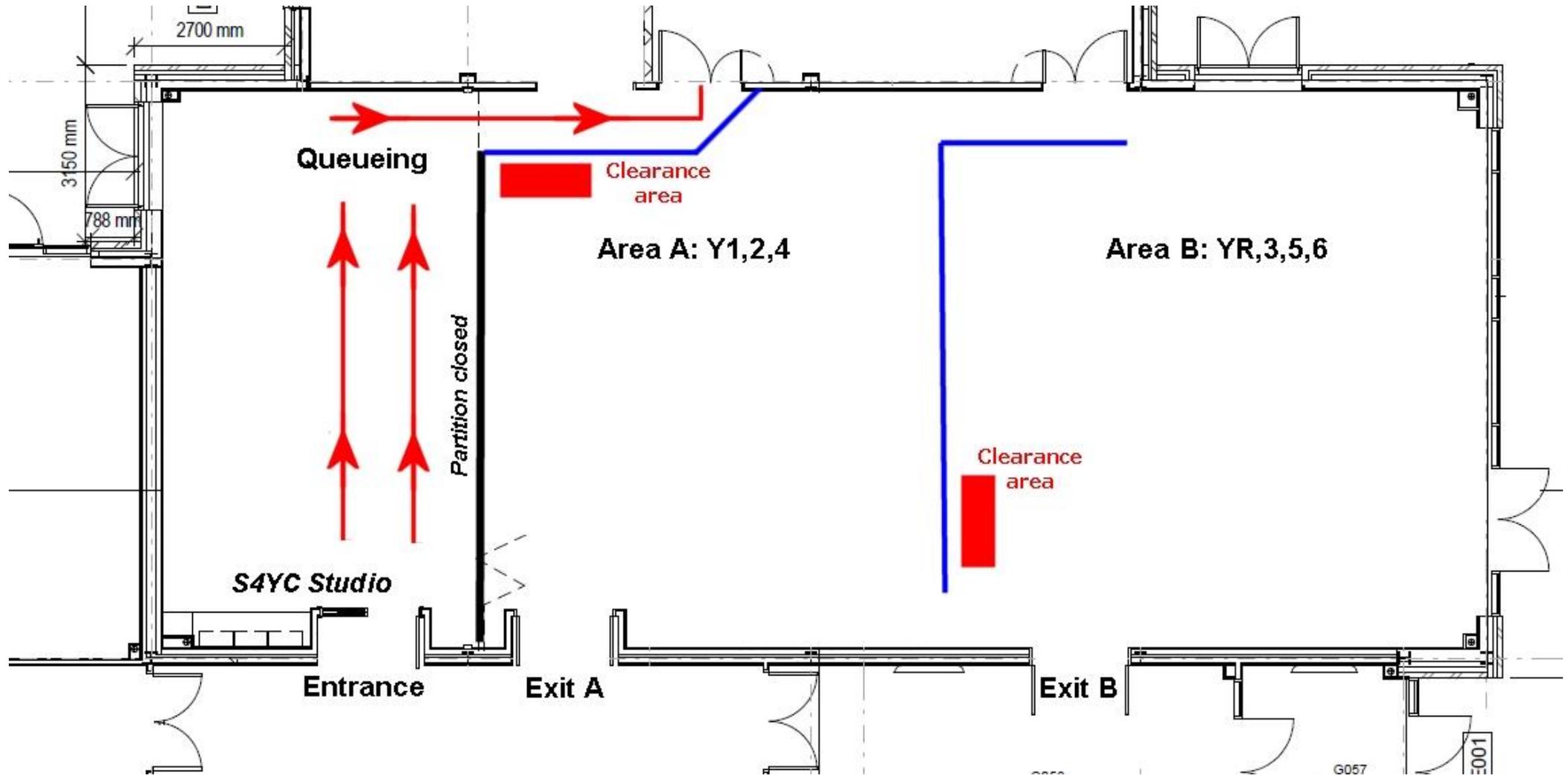
Appendix 2

Outdoor Play Zonal Plan



Appendix 3

Dining Hall Partition Plan



KEY Blue lines = tall, opaque divider screens Black line = sliding partition Red lines = queues