

# TSM COVID19 Risk Assessment: Update March 8th, 2021

Assessment Undertaken: Feb 2021 by Claire Procter

Version: 3

Date: February 2021

Reference: Schools Coronavirus (COVID-19) Operational Guidance (Department of Education, February 2021)



## Assessment

**Section 1a. Prevention**

**Section 1b. Response to Infection**

**Section 2. School Operations**

**Section 3. Curriculum, Behaviour and Pastoral Support**

**Section 4. Assessment and Accountability**

**Section 5. Contingency Planning**

**Section 6. COVID measures from the phased reopening of school assessed to still be appropriate for the full opening of school**

## Advice to Minimise Coronavirus risks: System of Controls

### Prevention

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

### Response to Infection

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

Aspect	Measures to Implement	DfE Guidance	Notes	Risk
<b>Section 1a: Prevention</b>				
<b>1. Minimising contact with individuals who are unwell</b>	<p>1. Pupils, staff and other adults do not come into the school if</p> <ul style="list-style-type: none"> <li>• they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 10 days.</li> <li>• A member of their household (including support bubble or childcare bubble) has COVID 19 symptoms</li> <li>• They are required to quarantine having recently visited countries outside the common travel area</li> </ul> <p>Pupils, staff and other adults must immediately cease to attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> <li>• The start of their symptoms</li> <li>• The test date of they did not have any symptoms but had a positive test</li> </ul> <p>2. Anyone with developing symptoms during the school day will be sent home. If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they will be:</p> <ul style="list-style-type: none"> <li>• sent home to isolate – the isolation period includes the day the symptoms started and the next 10 full days.</li> <li>• advised to follow the guidance for households with possible confirmed coronavirus (COVID-19) infections</li> <li>• asked to arrange to have a test as soon as possible to see if they have COVID-19</li> </ul> <p>Other members of their household (including any siblings, members of support and childcare bubbles) should self-isolate. Their isolation period includes the day symptoms started for the person in their household, or the day their test was taken if they did not have symptoms and the next full 10 days.</p>	<p>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school.</p>		H

	<p>If a member of the household started to display symptoms while self-isolating, they will need to restart the 10 day isolation period and book a test.</p> <p>If anyone test positive whilst not experiencing symptoms but develops symptoms during the period, they must restart the 10 day isolation period from the day they developed symptoms.</p> <p>3. If a child is awaiting collection, they will be moved, to the disabled toilet area, where there is bed and the child can be isolated. The room must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>3. PPE must be worn by staff when caring for a child or staff member with symptoms while they await collection.</p> <p>4. As is usual practice, in an emergency, 999 will be called if someone is seriously ill or injured or their life is at risk.</p> <p>5. Any members of staff who have helped someone with symptoms and any pupils who have been in close contact do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test &amp; Trace.</p> <p>6. 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.</p> <p>7. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p>			
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	8. Cases of COVID-19 will be reported to the North West Public Health Team: 0344 225 0562 opt2			
<b>2. Face Coverings</b>	<p>1. Face covering must be worn by staff and visitors in situations where social distancing between adults is not possible.</p> <p>2. All Staff members to wear a face mask in the pinch points of school (ladies' toilet/at the photocopier/in a busy corridor) and to make discretionary use of a mask when teaching. Discretion has to be used to ensure that safe, effective communication can still be effectively achieved with pupils.</p> <p>2. School Office. Staff to avoid accessing the office. Communication with the office is via classroom telephones or the sealed window hatch. If it is essential to access the office, due to the inability to socially distance, staff will need to wear a face mask.</p> <p>3.Face coverings require the cleaning of hands before and after touching them.</p> <p>4. Face coverings need to be stored in individual, sealed bags between uses.</p> <p>5. Face coverings must be worn by parents when entering the school site to drop off or collect pupils.</p>			
<b>3. Cleaning Hands</b>	<p>1. Pupils and staff will wash their hands regularly. This includes when they: -  - arrive at school,  - return from break times  - before and after eating  - anytime that they visit the toilet or cough/sneeze into their hands</p> <p>2. Sanitizer is stationed in each classroom and at other appropriate points in school i.e. school office, photocopying area, staff rooms and school hall.</p>	<p>Coronavirus is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitizer.</p> <p>Ensure pupils clean hands thoroughly and more often than usual.</p>	<p>Skin friendly skin cleaning wipes can be used as an alternative to sanitizer.</p>	M

	<p>3. Skin friendly wipes can be used as a hand washing alternative where appropriate.</p> <p>4. Hand Hygiene protocols to be revisited at the start of the school year in September and at the start of each half term. Reminders and expectations will be established as part of our culture and behaviour expectations.</p>			
<b>4.Respiratory Hygiene</b>	<p>1. All classrooms will have enough tissues and a pedal bin to support pupils and staff with following the routine of ‘catch it, bin it, kill it’. Pupils will be shown and encouraged to use the foot pedal to open the bin and clean their hands afterwards.</p> <p>2. ‘Catch it, bin it, kill it’ posters placed around school as pupil reminders.</p> <p>3. Respiratory Hygiene protocols to be revisited on the 8<sup>th</sup> March. Reminders and expectations will be established as part of our culture and behaviour expectations.</p>	Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.	e-Bug coronavirus website contains resources for staff to encourage good hand and respiratory hygiene.	M
<b>5. Cleaning</b>	<p><b>Cleaning – an enhanced cleaning schedule to be followed which includes:</b></p> <ul style="list-style-type: none"> <li>▪ Toilets will be deep cleaned at the end of each day.</li> <li>▪ Toilets will be sprayed by a member of staff during the lunch period and after break with suitable cleaning detergent.</li> <li>▪ Tables and contact points must be cleaned regularly throughout the day.</li> <li>▪ Equipment that has been used (and that can be cleaned) should be identified by the teacher at the end of the day to the cleaner (message on whiteboard) so that those objects can be disinfected.</li> <li>▪ No toys/items can be brought from home.</li> <li>▪ Resources that cannot be adequately cleaned must be packed away and remain unavailable.</li> <li>▪ Tablets should be wiped several times daily and between use. If possible, avoid children sharing tablets. Pupils assigned a tablet.</li> </ul>	Enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.		M

	<ul style="list-style-type: none"> <li>▪ Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, light switches etc. However, staff will be required to clean surfaces and touch points when used.</li> <li>• Bins must be emptied before they are full and at least once daily.</li> <li>• Cleaners to wear long gloves.</li> <li>• Communication from teacher to cleaner should be left on the whiteboard in the classroom area at the end of each day.</li> <li>▪ Desks, telephones and equipment cases should be wiped regularly.</li> <li>▪ Staff should have a spray bottle and cloth (disposable), anti bac wipes in each classroom as well as hand sanitizer pump.</li> <li>▪ Any objects the children touch should be disinfected regularly once use has finished.</li> </ul>			
<p><b>6. Minimise contact between individuals</b></p>	<p><b>1. Grouping children</b></p> <ul style="list-style-type: none"> <li>• Children will remain in their year group pod (KS1 30, KS 30+ pupils).</li> <li>• A pod is established to minimise contacts and mixing between people, reducing the transmission of coronavirus.</li> <li>• Within pods, staff and pupils must take measures to distance themselves where at all possible.</li> <li>• PPA cover will be provided by a Pod staff member.</li> <li>• Children should not mix with other year group Pods.</li> <li>• Cross-team contact within a Pod to be avoided as much as possible.</li> <li>• Welfare staff will be assigned to a pod as much as possible</li> <li>• Pods make it quicker and easier to self-isolate as a result of a positive test.</li> <li>• Each year group pod will consist of one teacher and a minimum of one teaching assistant.</li> <li>• Break times will be taken as a pod in a zoned area.</li> <li>• Lunch times will be taken as a pod in an eating area and a zoned play area (Break and Lunch times will be staggered across school).</li> </ul>	<p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> <li>• ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</li> <li>• ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff</li> <li>• ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of</li> </ul>		<p>H</p>

	<ul style="list-style-type: none"> <li>• It is recognised within the government guidance, that young children will not be able to maintain social distancing and it is acceptable for them not to distance within their year group.</li> <li>• It is also recognised that siblings will be in different Pods.</li> <li>• Classrooms are not shared with other class groups.</li> <li>• Pupils will be in different Pods at the PlayStop (Wrap around care).</li> </ul> <p><b>2. Measures in the classroom</b></p> <ul style="list-style-type: none"> <li>• Staff to encourage the pupils to maintain a distance between one another whilst inside.</li> <li>• Staff to consider the amount of face-to-face contact time with one another.</li> <li>• SEND pupils to receive as much support as normal.</li> <li>• If tables used, they should face the front and pupils should sit side by side not facing one another nor side on as much as possible.</li> <li>• Classrooms to be prepared as such ready for Monday 8<sup>th</sup> March.</li> <li>• Children will have their own stationary packs.</li> <li>• Shared resources (e.g. Art/Science) will be cleaned between Pod use.</li> <li>• Reading books can go home. When they are returned, they should be taken out of circulation for 72 hours.</li> <li>• Pupils should not bring anything additional from home. No ‘Show and Tell’ activities.</li> <li>• Windows opened to ensure the room is well ventilated.</li> </ul> <p><b>3. Measures elsewhere</b></p> <ul style="list-style-type: none"> <li>• There will be no whole-school events where pupils and staff are required to congregate.</li> <li>• Assemblies will be class based and virtual using TEAMS or another video conferencing platform such as Zoom.</li> <li>• Children are not to sing in the classroom.</li> </ul>	<p>the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days</p> <ul style="list-style-type: none"> <li>• Maintain a distance between people whilst inside and reduce the amount of time face to face.</li> <li>• Ensure pupils are sat side by side and facing forward.</li> <li>• Avoid large gatherings.</li> <li>• Consider staggered break and lunch times.</li> <li>• Consider staggered starts whilst retaining the same amount of teaching time.</li> <li>• Staff can move between classrooms and school.</li> <li>• Schools to keep a record of all visitors – contact details</li> </ul>	<p>‘Returned’ book system established in each classroom</p>	
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	<ul style="list-style-type: none"> <li>• KS2 staff to use the Art room as a staffroom. (One fridge, kettle and microwave from the staff room will be taken to that room for staff lunches/milk)</li> <li>• KS1 staff to use the existing staff room.</li> <li>• Office staff to use the existing staff room.</li> <li>• Picnic Tables outside can be used for staff lunches – weather permitting.</li> <li>• It is important for staff’s wellbeing to see colleagues, but staff must not contravene social distancing measures otherwise multiple groups will be at risk of infection should anyone present with symptoms.</li> <li>• Office and staffroom furniture reconfigured to maintain social distancing and reduce face to face contact.</li> <li>• Meetings held in well ventilated rooms.</li> <li>• Staff meetings will be held via zoom and class pods will remain in their classroom or at home</li> <li>• To communicate with the school office, staff use their class telephones or the office hatch</li> <li>• If it is essential that staff access the school office a face mask must be worn</li> </ul> <p><b>4. Measures for arriving and leaving school</b></p> <p>The beginning and end of the school day are the busiest times for children and adults congregating together in one place, so maintaining safe distances within normal arrangements will be a challenge.</p> <ul style="list-style-type: none"> <li>• Pupils will be encouraged to walk or cycle to school where possible.</li> <li>• At the end of the day the school will operate a one-way system. Parents will enter the school site via the Bishops Layby and exit via the Out Lane pedestrian gate.</li> <li>• We will maintain the usual, morning ‘staggered’ arrival which will be 9-9.15am.</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Entrance to the school site is either via Bishops layby gate or the pedestrian gate on Out Lane .</li> <li>• Only one parent/adult to drop off and collect pupils.</li> <li>• Where appropriate, pupils to be dropped off at either of the two school gates (Layby or Out Lane). Year R and Year 1 pupils to be taken to the classroom doors. Parents of Year 2-Y6 remain off site. Exceptions made by prior agreement with SLT.</li> <li>• Parents to collect at assigned collection times .</li> <li>• <b>At the end of the school day</b> the playground will be opened to parents to briefly wait. Whilst waiting, social distancing must be adhered to. Social distancing is the most instrumental factor in keeping safe and reducing the spread of the virus.</li> <li>• Parents will be encouraged to collect pupils at assigned times and not to arrive early. Collecting pupils on time will help staff to safely dismiss the pupils.</li> <li>• Parents must leave the school site as soon as they have collected their child/children</li> <li>• Pupils are not allowed to play in the ball area or on the tyre park after school.</li> <li>• At the start/end of the school day teachers will not be available to speak about pupils unless teachers initiate the contact. Priority must be given to the supervision of the safe arrival and departure of the pupils. Please contact the office if you have any queries about the day or call to arrange a telephone appointment with the class teacher.</li> <li>• Pupils in the PlayStop will be taken to their classrooms at the appropriate time and collected at the end of the day.</li> <li>• Staff will not remove face coverings if a child wears a face mask to travel to school. Face masks must be removed prior to entering the premises as staff will not remove face masks.</li> </ul>			
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	<p><b>See arrival and collection time schedule and specific year group requirements at the end of this document.</b></p> <ul style="list-style-type: none"> <li>• Class email accounts will continue to operate until the Easter Holidays so that class teachers can liaise with parents regarding transition.</li> </ul> <p><b>Other Considerations</b></p> <ul style="list-style-type: none"> <li>• Supply teachers/peripatetic teachers/ specialist teachers can move between schools.</li> <li>• Intervention work by specialist teachers or medical staff will continue as normal but will follow appropriate procedures.</li> <li>• IT technicians can move between classes and schools.</li> <li>• A record of visitors will be kept supporting NHS Test and Trace.</li> <li>• Physical contact such as handshakes and hugs to be avoided between all staff.</li> </ul>			
<p><b>7. PPE</b></p>	<ul style="list-style-type: none"> <li>• PPE should only be worn if: <ul style="list-style-type: none"> <li>○ an individual is presenting with Coronavirus symptoms</li> <li>○ a child needs to receive intimate care (Toileting or First Aid)</li> </ul> </li> <li>• If intimate care is required, this should be referred to and actioned by the parent as much as is practicable.</li> <li>• The usual sunscreen policy applies. Sun cream should not be applied by staff. Parent advised to send their children in sunscreen appropriate to last the duration of the school day.</li> </ul>	<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work.</p>		
<p><b>8. Ventilation</b></p>	<ul style="list-style-type: none"> <li>• All windows will be open to ensure that there is a constant background ventilation.</li> <li>• Windows will be opened more fully during breaks to purge the air in the space.</li> <li>• Doors will be opened to assist with creating a throughput of air. Fire doors will be closed at the end of the school door by the site supervisor.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Staff and Pupils advised to wear base layers as well as their school uniform.</li> <li>• Furniture to be rearranged to avoid direct draughts.</li> </ul>			
<b>9. Engage with asymptomatic testing</b>	<ul style="list-style-type: none"> <li>• All staff will complete a Later Flow Test twice a week</li> <li>• Staff will report LFT results to school and to the Gov website</li> <li>• Staff with a positive LFD result need to self-isolate for 10 days and arrange a PCR test to confirm the result</li> <li>• Staff with a negative result can continue to attend school</li> <li>• Asymptomatic testing does not replace the current testing policy for those with symptoms. Anyone with symptoms should still self-isolate</li> <li>• Staff with symptoms are still expected to take a PCR test to check if they have the virus</li> </ul>			
<b>Section 1b: Response to Infection</b>				
<b>10. Engage with NHS Test and Trace</b>	<ul style="list-style-type: none"> <li>• Parents and staff will be informed that they are expected to engage with the Test and Trace process if required to do so.</li> <li>• Parents and staff will be obliged to follow the 'stay at home' regulations if needed to.</li> <li>• Staff members and pupils will need to have a test if they are displaying symptoms of COVID 19 and will be sent home to self-isolate if they develop them in school.</li> <li>• Staff members and pupils will need to self-isolate if they have been in close contact with someone who tests positive.</li> <li>• If someone tests negative, and they feel well and no longer have symptoms similar to coronavirus they can stop self-isolating and return to school.</li> <li>• If someone tests positive, they must self-isolate.</li> <li>• School will send home those people who have been in close contact with a person who has tested positive, advising them to self-isolate for 10 days from the day they were last in close contact with that person when they were infectious.</li> </ul>	Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England protection team.		

	<ul style="list-style-type: none"> <li>If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolating period they should have a test and if it is: <ul style="list-style-type: none"> <li><b>-negative</b>, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus within the remaining days.</li> <li><b>-positive</b>, contact school immediately, and must isolate for at least 10 days from the onset of their symptoms. This could mean the self-isolation ends after the original 10-day isolation period.</li> </ul> </li> </ul>			
<b>11. Manage confirmed cases of coronavirus.</b>	<p>Cases of COVID-19 will be reported to the North West Public Health Team: 0344 225 0562 opt2</p> <ul style="list-style-type: none"> <li>School will provide details of the pupils/adults that have been in <b>close contact</b> (face to face) with the infected person.</li> <li>School will provide details of the pupils/adults that have been in <b>proximity contact</b> (within 1 to 2 m for more than 15 minutes) with the infected person.</li> <li>School will provide details of the pupils/adults that have travelled in a small vehicle with the infected person.</li> <li>Admin team to create a report of contact details of each member of a year group pod to support contact tracers.</li> <li>School will inform parents of an infection but will not reveal names.</li> </ul>	Schools must take swift action when they become aware that someone who has attended has tested positive.		
<b>12. Contain any outbreak by following local health protection team advice.</b>	<ul style="list-style-type: none"> <li>School will keep in contact with the health protection team.</li> <li>2 or more cases within a 14-day period could be considered as an outbreak and the health protection team would be notified.</li> <li>Health Protection Team may instigate a pod lock down, full school closure and/or instigate a mobile testing station in school.</li> <li>Testing will focus on the affected class, then the remainder of school.</li> </ul>	Schools to work with health protection team if they have two or more confirmed cases in 14 days.		

## Section 2: School Operations

<b>Attendance</b>	<ul style="list-style-type: none"> <li>• The Government has now stressed that all children must return to school. School attendance is therefore mandatory from 8<sup>th</sup> March 2021.</li> <li>• Where a pupil is unable to attend school, because they are complying with medical or public health advice, non-attendance will not be penalised.</li> <li>• The school's safeguarding team will continue to liaise with children and families who are vulnerable, those who are anxious about the return and those families who have not been engaging with home learning.</li> <li>• School works closely with parents of children who are extremely vulnerable to support a return to school, carrying out an individual risk assessment as necessary.</li> </ul>	Attendance is mandatory.		
<b>School workforce</b>	<ul style="list-style-type: none"> <li>• Adults who were considered to be clinically extremely vulnerable (CEV) and received a letter advising them to shield are advised by the Government not to attend school.</li> <li>• Staff members who are in the most at risk categories are reminded to take particular care. <a href="#">An individual risk assessment</a> will be completed to assess the risks to that individual and identify ways to reduce these risks to an acceptable level including where possible the need for any reasonable adjustments such as temporarily working from home or temporary deployment to a role where it is possible to maintain social distancing. This will be done in consultation with the member of staff and will be reviewed on a regular basis or in the event of any significant changes;</li> <li>• People who live with those who are clinically extremely vulnerable or clinically vulnerable attend the workplace as normal.</li> <li>• Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>. If people with significant risk factors express concerns <a href="#">an individual risk assessment</a> will</li> </ul>	Staff will now be expected to attend school.		M

	<p>be completed to assess the risks to that individual and identify ways to reduce them to an acceptable level;</p> <ul style="list-style-type: none"> <li>• People who live with those who have comparatively increased risk from coronavirus (COVID-19) attend the workplace as normal;</li> </ul> <p>(Advice for those who are extremely clinically vulnerable can be found in the <a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a>).</p> <ul style="list-style-type: none"> <li>• Pregnant women are considered as clinically vulnerable. An individual risk assessment will be completed to assess the risks to that individual and identify ways to reduce these risk to an acceptable level including where possible the need for any reasonable adjustments such as temporarily working from home or temporary deployment to a role where it is possible to maintain social distancing.</li> </ul>			
<b>Safeguarding</b>	<p>All existing pre-covid safeguarding measures will return.</p> <p>CPOMS is the software which will continue to be used to create a chronology of action and to share information where relevant.</p>	Schools must have regards to the statutory safeguarding, 'keeping children safe in education' (KCSIE document).		
<b>Catering</b>	<p>Mellor's Catering will open the school kitchen fully on 8<sup>th</sup> March.</p> <p>Hot and cold meals will be provided by the catering team.</p> <p>Pupils and staff can bring in their own packed lunch.</p>	Normal legal requirements will apply about the provision of food to all pupils who want it.		
<b>Lunch and Break time</b>	<p>Welfare staff will be assigned to year group pods.</p> <p>The school hall will be split into dining pods (using Perspex screens) to allow 2 year groups to eat at the same time. This will help reduce the length of lunchtime and the pressure on the learning environment (classroom).</p> <p>Pod staff members will assist in supervising lunch and break times.</p> <p>The playground and school field will be split into 3 zones to allow pods to avoid cross-contamination.</p> <p>Break times will be staggered: 10.15am-10.30am</p>	Schools should consider condensing/staggering breaks and lunch times but retaining the same amount of break time.		

	<p>10.30am-10.45am 10.45-11am</p> <p>Lunch times will be staggered: 11.45am-12.30pm 12.15pm-1pm 12.45pm-1.30pm</p> <p>All staff will be required to help supervise the pupils and support in the cleaning of a classroom when food is eaten in the classroom.</p>			
<b>Wrap Around Care</b>	<p>Wrap around care will commence on March 8th.</p> <p>See Play Stop Risk Assessment.</p> <p>Pupils will remain in small consistent groups, observing very good hand hygiene.</p>	Schools should consider resuming any breakfast and after school provision, where possible, from the start of the Autumn term.		
<b>Section 3: Curriculum, behaviour and pastoral support</b>				
<b>Behaviour Policy</b>	<p>In March there will be a review and revisiting of expectations including behaviour (including increased hygiene) and values. The pupils will be reminded that the ethos of the school has not changed.</p> <p>Addendum added to the behaviour policy written in the Summer Term 2020 will still apply.</p> <p>Weekly Golden Time will be class based. Prayer and Praise assembly will be virtual.</p>	<p>Behaviour Policies should be updated with new rules and clear reasonable and proportionate expectations of pupils' behaviour.</p> <p>Disciplinary powers that school currently have, including exclusion, remain in place.</p>	Establish a list of social distancing, class- based Golden Time activities.	M
<b>Educational Visits</b>	<p>The Government currently advises against all educational trips. This advice will be kept under review.</p>	<p>We continue to advise against domestic overnight and overseas educational visits at this stage.</p>		H

<p><b>Pastoral Support</b></p>	<p>The Safeguarding and SEND team will ensure that appropriate materials are on hand to support pupils and staff wellbeing.</p> <p>PSHE sessions will ensure that pupils are able to explore emotions, rebuild friendships, socially engage and address issues of concern.</p>	<p>Schools should provide more focused pastoral support.</p>	<p>Timetabling of staff to ensure capacity.</p>	<p>M</p>
<p><b>Curriculum</b></p>	<p>We will apply a curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time.</p> <p>A period of adjustment will be created so that:</p> <ul style="list-style-type: none"> <li>▪ Mental Health, Well Being and Resilience are a priority</li> <li>▪ Learning behaviours re-established</li> <li>▪ Formative assessment can ensure that learning journeys are tailored</li> </ul> <p>Remote education will be integrated into the school day -use of Nearpod to ensure a readiness to reverting to that way should a local lock down occur.</p> <p><b>Year R</b> will focus on the prime areas of learning whilst ensuring that pupils are given equal opportunities or outdoor education.</p> <p><b>Key Stages 1 and 2</b> will prioritise identifying gaps and re-establishing good progress across the curriculum.</p> <p><b>P.E</b> will take place in year group pods. Equipment will be cleaned between use. Contact sports are to be avoided. Specific P.E risk assessment to be referred to. Pupils to be kept in consistent groups during P.E External coaches will still be able to teach in school. Outdoor PE will be prioritised. Indoor P.E lessons will ensure that maximum ventilation flows through the indoor space.</p> <p><b>Music.</b> Singing and playing woodwind/brass instruments will not take place in large groups such as choirs, ensembles or school assemblies. During music lessons or clubs involving singing or playing woodwind/brass instruments, the groups size will be restricted to 15 and pupils will be positioned 2 metres apart.</p>	<p>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupil’s knowledge with the aim of returning to the school’s normal curriculum content by no later than summer term 2021</p>		<p>M</p>



	<p>Instruments will not be shared.</p> <p>Where possible and practicable, singing and woodwind/brass instruments will be played outside. If this is not possible, windows and doors will be opened to encourage good ventilation.</p> <p>Peripatetic staff will continue to teach in school.</p>			
Intervention Work 1:1	<p>Specialist staff/teaching staff providing 1:1 support (e.g. as part of an EHCP) as follows:</p> <p>Staff wash hands before and after working with a pupil.</p> <p>Space identified for the intervention to take place and set up with two separate desks placed a suitable distance apart.</p> <p>All equipment needed for the child is set up in the space before the start of the session.</p> <p>Staff go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom).</p> <p>The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way. The intervention is provided at a distance.</p> <p>After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil.</p> <p>Staff providing specialist interventions will minimise working across multiple year groups to reduce potential contacts.</p>			H
Intervention Group Work	<p>Groups receiving support will be drawn from one class only; pupils from each class bubble will be allocated intervention time for either a morning or an afternoon session. Interventions will take place in an identified area, where the member of support staff will maintain a distance from the pupils. Pupils will bring all equipment they require with them to the intervention area. The area will be cleaned between groups. Staff will wash their hands between each group.</p>			
KS1 Phonics	<p>For the vast majority of the time, pupils will be in their class Pod.</p>			

	<p>However, the ability range of the children is such that effective teaching of phonics will require the use of ‘pods within pods’, creating small ability-based phonics groups within a year group bubble.</p> <p>Pupils will be split into phonics groups and taught by class teacher or teaching assistant. Where a phonics pod is taught by a member of staff not working within the year group pod, the group seating arrangements (including that of the staff member) will ensure distancing between the staff member and the children.</p> <p>Staff and pupils will wash their hands prior to joining their phonics group and after the session.</p> <p>Children will have two phonics sessions a day to support catch-up. Initially, only one of these will be with their phonics ability bubble with the other being class-based, to reduce the number of times pupils need to be in sub-groups outside their class bubble.</p>			
<b>EYFS</b>	<p>Teachers will focus on the prime areas of learning including communication and language, personal, social and emotional development and physical development.</p> <p>Children to be kept in smaller groups (pods within pods) as much as possible.</p> <p>Assessment will identify gaps in language, early reading and mathematics.</p>	Settings should follow updates to the EYFS guidance.		
<b>Section 4: Assessment and Accountability</b>				
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Key Stage 1 and Key Stage 2 statutory assessments are cancelled</li> </ul>	Routine Ofsted inspections will remain suspended for the Spring term. However visits will resume in the Summer term.		

## Section 5: Contingency Planning

<b>Remote Education</b>	<p>Our immediate remote education if there was a local outbreak and subsequent lockdown is as follows:</p> <ul style="list-style-type: none"> <li>▪ Pupils to take home their individual stationary packs and exercise books</li> <li>▪ Lessons will be delivered via Nearpod/TEAMS/Zoom</li> <li>▪ Additional support will be provided by TEAMS</li> <li>▪ Pupils will upload photos of their learning onto Nearpod</li> <li>▪ Learning activities will follow the curriculum outlined in the learning letter</li> <li>▪ Learning opportunities will be provided for a range of subjects each day</li> <li>▪ Learning will be sequenced and progressive</li> <li>▪ Worked will be checked by the class staff team</li> <li>▪ SEND pupils will receive appropriate, differentiated work</li> </ul>	<p>Schools will need a contingency plan for potential lock downs. This may involve a return to remaining open for vulnerable children and the children of critical workers only and providing remote education for all other people.</p>	<p>Microsoft TEAMS training</p> <p>Brief TA's on their involvement in home learning</p>	
<b>COVID measures from the phased reopening of school assessed to still be appropriate for the full opening of school</b>				
<b>Movement- Children</b>	<ul style="list-style-type: none"> <li>• Where possible, classroom spaces to have teacher only zones.</li> <li>• Year R, 1 and 2 to use their external classroom doors to access and exit school.</li> </ul>	<ul style="list-style-type: none"> <li>• accessing rooms directly from outside where possible</li> <li>• considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</li> </ul>		L
<b>Movement- Staff</b>	<ul style="list-style-type: none"> <li>• Staff can sit together in designated staffroom</li> <li>• Teacher should stay in their designated areas as much as possible.</li> <li>• Staff to store their coats and personal belongings in designated Pod classroom.</li> <li>• Staff to store their lunch in their designated staffroom</li> </ul>	<ul style="list-style-type: none"> <li>• stagger the use of staff rooms and offices to limit occupancy</li> </ul>		L
<b>Movement- Parents</b>	<ul style="list-style-type: none"> <li>• Parents should not, unless absolutely necessary, enter the school building and by appointment only.</li> <li>• When it is absolutely necessary for a parent/carer to enter the school building they will be required to follow handwashing and social distancing guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• encouraging parents and children and young people to walk or cycle to their education setting where possible</li> </ul>		L

	<ul style="list-style-type: none"> <li>Only one parent/carer to drop off and collect children.</li> </ul>			
<b>Staff Working Hours</b>	<ul style="list-style-type: none"> <li>Staff should only attend the school site when necessary and be mindful of the increased attendance of the cleaning team at the start and at the end of the day.</li> </ul>			L
<b>Premises checks</b>	<ul style="list-style-type: none"> <li>Ensure all usual premises checks are carried out with increased monitoring of additional cleaning requirements.</li> <li>Establish effective cleaning programmes for additional community premises</li> </ul> <p><b>Fire Safety</b></p> <ul style="list-style-type: none"> <li>Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated.</li> <li>Carry out regular hazard spotting to identify escape route obstructions.</li> <li>Check that all fire doors are operational outside of school hours.</li> <li>Fire drills should continue to be held as normal with particular emphasis on any changes in procedures.</li> </ul> <p><b>Security</b></p> <ul style="list-style-type: none"> <li>Review emergency contact and key holder details.</li> <li>Establish and communicate new emergency contact and key holder details.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>Where possible, occupied room windows should be open.</li> </ul>	<ul style="list-style-type: none"> <li>During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - <a href="https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety">https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety</a></li> </ul>	Ensure new cleaning staff effectively briefed re Risk Assessment	M
<b>Toilet facilities</b>	<ul style="list-style-type: none"> <li>Where possible pupils should only enter one at a time into toilets and stand at least 2metres apart when washing their hands.</li> <li>Different year group pupils to avoid, where possible, mixing in the toilets.</li> <li>External door to the washroom to be wedged open.</li> <li>Caretaker, cleaners and staff to check soap supply is always adequate.</li> </ul>	<ul style="list-style-type: none"> <li>ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> </ul>	Masking tape to seal off middle sinks.	H

<b>First Aid</b>	<ul style="list-style-type: none"> <li>• PPE should be worn (gloves and masks) when dealing with a first aid incident. (refer to guidance on instructions of use)</li> <li>• Staff / welfare should administer basic first aid</li> <li>• Serious injuries should be seen by a fully trained first aider.</li> <li>• Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait for collection in the disabled toilet area.</li> <li>• Telephones in classrooms to communicate with the office</li> <li>• Welfare to radio into the office for a first aider to attend outside.</li> </ul>	<ul style="list-style-type: none"> <li>• PPE should be worn by staff working with children displaying COVID symptoms.</li> </ul>	Research virtual Frist Aid training for renewals.	H
<b>Communication to and from Parents</b>	<ul style="list-style-type: none"> <li>• Essential correspondence sent out via letter on ParentApp.</li> </ul>	<ul style="list-style-type: none"> <li>▪ tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> <li>▪ tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>▪ make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> <li>▪ also think about engaging parents and children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a></li> </ul>		M
<b>Visitors</b>	<ul style="list-style-type: none"> <li>▪ Any visitors who are not critical to teaching or site maintenance should not enter school</li> <li>▪ Parents should not enter the school building unless by prior arrangement. Any communication should be done via email or telephone.</li> </ul>			L

	<ul style="list-style-type: none"> <li>▪ Governors not involved in the COVID19 response , should not enter the school building. Any communication should be done via email, telephone or conference call.</li> <li>▪ Office staff are aware of and explain additional hygiene and social distancing rules to visitors and contractors on arrival and ensure contact details are recorded.</li> </ul>			
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Year Group	Parental Access to Playground in a Morning.	Drop off time	Morning Access to site – Drop Off Points	Morning Access to classroom	Afternoon access to site	Afternoon collection time	Afternoon collection Point	Afternoon site exit
YR	Yes	9am-9.15am	Bishops Layby or Ginnel Gate	YR External Classroom Door	Ginnel Gate or Bishops Layby Gate	3.15pm	Zone outside YR Classroom Door	Out Lane Pedestrian Gate
Y1	Yes	9am-9.15am	Bishops Layby or Ginnel Gate	Y1 External Classroom Door	Bishops Layby Gate	3.15pm	Zone outside Y1 Classroom Window	Out Lane Pedestrian Gate
Y2	No	9am-9.15am	Bishops Layby Gate	Y2 External Classroom Door	Bishops Layby Gate	3.20pm	Zone outside Y2 Classroom Door	Out Lane Pedestrian Gate

<b>Y3</b>	No	9am-9.15am	Out Lane Pedestrian Gate or Bishops Layby Gate	Lower Key Stage 2 Door (Fire door)	Bishops Layby Gate	3.20pm	Main Playground	Out Lane Pedestrian Gate
<b>Y4</b>	No	9am-9.15am	Out Lane Pedestrian Gate or Bishops Layby Gate	Lower Key Stage 2 Door (Fire door)	Bishops Layby Gate	3.20pm	Main Playground	Out Lane Pedestrian Gate
<b>Y5</b>	No	9am-9.15am	Out Lane Pedestrian Gate or Bishops Layby Gate	Main Key Stage 2 Door	Bishops Layby Gate	3.30pm	Main Playground	Out Lane Pedestrian Gate
<b>Y6</b>	No	9am-9.15am	Out Lane Pedestrian Gate or Bishops Layby Gate	Main Key Stage 2 Door	Bishops Layby Gate	3.30pm	Main Playground	Out Lane Pedestrian Gate

End of Day: One Way System Around School

