



PREVENTING AND
MANAGING SICKNESS
INCLUDING OUTBREAKS.

RISK PROCEDURES AND RISK
ASSESSMENT

SEPTEMBER 2020

When completed, this booklet will be shared with our FGB and ALL STAFF. Completion date: **End of July**

School: The Federation of Lutton St Nicholas and Gedney Church End Primary Schools.

Executive Head Teacher: Scott Pearson

Chair of Governors: Natalie Taylor

This guidance is in 5 sections. The first section sets out the actions school leaders should take to minimise the risk of transmission in their school. This is public health advice, endorsed by Public Health England (PHE). The rest of the guidance is focused on how the Department for Education (DfE) expects schools to operate in this new context. This includes:

- school operations
- curriculum, behaviour and pastoral support
- assessment and accountability
- contingency planning to provide continuity of education in the case of a local outbreak

The measures set out in this guidance provide a framework for school leaders to put in place proportionate protective measures for children and staff, which also ensure that all pupils receive a high quality education that enables them to thrive and progress. In welcoming all children back this autumn, schools will be asked to minimise the number of contacts that a pupil has during the school day as part of implementing the system of controls outlined below to reduce the risk of transmission. If schools follow the guidance set out here, they can be confident they are managing risk effectively.

The system of controls provides a set of principles and if schools follow this advice, they will effectively minimise risks. **All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances. Where something is essential for public health reasons, as advised by PHE, we have said 'must'. Where there is a legal requirement we have made that clear.**

There cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk. The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.

Section 1: Public health advice to minimise coronavirus (COVID-19) risks

What is our school going to do? Planned key actions

Risk assessment

Schools **must comply with health and safety law**, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and **draw up plans for the autumn term that address the risks identified using the system of controls set out below.**

School employers should have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

Booklet completed. Date: 19/07/2020
Risk assessment completed. Date: 19/07/2020

The system of controls: protective measures:

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).
- *Numbers 1 to 4 must be in place in all schools, all the time.
*Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.
*Number 6 applies in specific circumstances.

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.

*Numbers 7 to 9 must be followed in every case where they are relevant.

Guidance/Recommendation	What is our school going to do? Planned key actions
<p><u>Prevention</u></p> <p>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</p>	<p><u>Prevention</u></p> <p>Our schools will ensure that pupils, staff and other adults do not come into the school if they have <u>coronavirus (COVID-19) symptoms</u>, or have tested positive in the last 7 days. We will ensure anyone developing those symptoms during the school day is separated from their bubble and sent home.</p> <p>If anyone in our 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 must be sent home and advised to follow '<u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>', which sets out that they must self-isolate for at least 7 days and should <u>arrange to have a test</u> 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.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can 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, they will move to an area which is at least 2 metres away from other people.</p> <p>Lutton St Nicholas Isolation Room: ECO Room Gedney Church End Isolation Room: ECO Room</p> <p>If a child needs to go to the bathroom while waiting to be collected, they will use a separate bathroom if possible.</p> <p>Lutton St Nicholas Isolation Room: Female adult toilet (left hand bay) Gedney Church End Isolation Room: Female adult toilet (left hand bay)</p> <p>The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>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).</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p><u>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive</u> or they have been requested to do so by NHS Test & Trace.</p> <p>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 disinfectant after they have left to reduce the risk of passing the infection on to other people.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p>
<p>2. Clean hands thoroughly more often than usual</p> <p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser.</p>	<ul style="list-style-type: none"> • On return to school all children will have a lesson about the importance of hygiene and regular hand washing. Children will be shown how to effectively wash their hands. • Signage around school will raise the profile of the importance of cleaning hands thoroughly, more often than usual.

<p>Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> • Whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly. • Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. • Building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them. 	<ul style="list-style-type: none"> • Soap paper towel stations by classroom sinks (NT). Regularly monitored and replenished. • All hand sanitisers are filled and will be replenished so they are always accessible (NT) • Where possible installation of additional hand sanitisers in potentially high flow areas. • Hand sanitisers to be taken outside by staff with the first aid kits for break and lunch. • Teachers to identify any children who need support cleaning their hands independently. Children identified need to be supervised by an adult from their bubble and reminded of correct procedure – referring to signage where available. Staff member must try to maintain social distancing of 2m. • Children will be introduced to a regular hand washing/sanitising routine. Times include: arriving in school, transitions within the school day, before and after break times and eating and before leaving school. • Handwashing posters that are in school are 'Our Schools App' home to parents with the children's welcome letter/PPT so parents can support with this.
<p>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <p>The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant.</p> <p>This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.</p>	<p>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review.</p> <p>School response:</p> <ul style="list-style-type: none"> - Schools' admin will monitor the tissue stocks within both schools. Teachers are also responsible for requesting more supplies when needed. - All classes will have their own supply of tissues available. - Familiarise/ re-familiarise children with the 'catch it, bin it, kill it' approach. Upon return to school, it will be explained to all children that the expectation is they will clean their hands after sneezing and coughing and that they dispose of the tissue in the appropriate bin. - Routines and procedures shared across school to be also placed as posters and reminders around the school. - Every classroom to have a lidded pedal bin for tissues and general waste with a separate recycling bin. Admin to source and organise if short. - Promote the 'catch it, bin it, kill it' approach: <ul style="list-style-type: none"> • Include in PowerPoint home. Send out at the end of August just before children return to keep the profile high. • Adults regularly reinforce and model in school. • Signage. • When children are going to sneeze and do not have a tissue available encourage them to sneeze into their elbow to prevent the spread of germs.

<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p> <p>A cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <p>More frequent cleaning of rooms / shared areas that are used by different groups.</p> <p>Frequently touched surfaces being cleaned more often than normal.</p> <p>Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</p>	<p>School response:</p> <ul style="list-style-type: none"> - Anti-bacterial wipes in each area/classroom available for use by teacher/TA. - Adults regularly wipe down learning surfaces – children can support this process, but need to be supported. - A clear cleaning schedule so staff know how often hands should be washed and surfaces/resources wiped down. - List of surfaces to be cleaned/procedure to be issued and displayed. Staff to clean equipment after children leave class area. - Cleaning staff to clean common areas. - School cleaners on both sites will clean the tables and regularly touched areas such a door handles, light switches, key fob areas and other frequently touched areas with anti-bacterial spray. - Lunchtime staff will ensure all used surfaces are cleaned before and after each group has used the hall at lunch. <p><u>Enhanced safety schedule:</u></p> <ul style="list-style-type: none"> - Ensure cleaning staff have access to personal protective equipment (tabards, disposable gloves, etc) - Due to heightened expectations of cleanliness both Caretakers at LSN and GCE will ensure ALL cleaning staff are informed of the update regarding the COVID-19 virus and ensure they are fully aware of their duties in relation to this, especially the cleaning and disinfecting of frequently touched objects and surfaces. - Both caretakers to review the Coronavirus cleaning expectations detailing what should be cleaned and frequency of it: <p><u>Daily basis</u></p> <ul style="list-style-type: none"> - Office/class telephones, computer equipment, handrails, door and window handles, light switches, handles on fridges and kitchen cupboards, equipment used for sensory circuits, sports equipment, - Teaching and Learning Aids - staff generally responsible to cleaning teaching aid, but will inform the Caretaker of any additional aids used within school that will require disinfecting. - Play sand in EYFS will be sprayed after use with diluted Milton. <p><u>Coronavirus Cleaning Daily priorities</u></p> <ul style="list-style-type: none"> - Frequently touched objects and surfaces including: - Bathroom facilities, railings/bannisters, door and window handles and push plates, desks and table tops - Telephones, computer equipment / keyboards - Toy storage trays, - Staff to be provided with appropriate protective equipment (eg disposable gloves and tabards) <p>Marking and Feedback:</p> <p>Teachers should wash their hands before and after marking books and if possible mark books in school within their classroom. Books should not be taken home.</p>
<p>5. Minimise contact between individuals and maintain social distancing wherever possible</p> <p>Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. 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.</p> <p>It is likely that for younger children the</p>	<p>School response:</p> <ul style="list-style-type: none"> - Wherever possible teachers and support staff will remain with their constant class/bubble. Some possible exceptions to this are the use of HLTAs who will support children and provide cover across a year team, those giving bespoke intervention (Social and Emotional support, phonics, PE/Sports tuition, etc) those providing lunch and breaktime cover and those who share responsibility for a child's 1-2-1 needs. - Staggered entry/exit/breaks/lunchtimes will keep children/bubbles as separate as is practically possible. - Lunches will be eaten in the main halls

emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.

How to group children:

Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.

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, dining halls, and toilets, and the provision of specialist teaching.

Whatever the size of the group, they should be kept apart from other groups **where possible**. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.

Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.

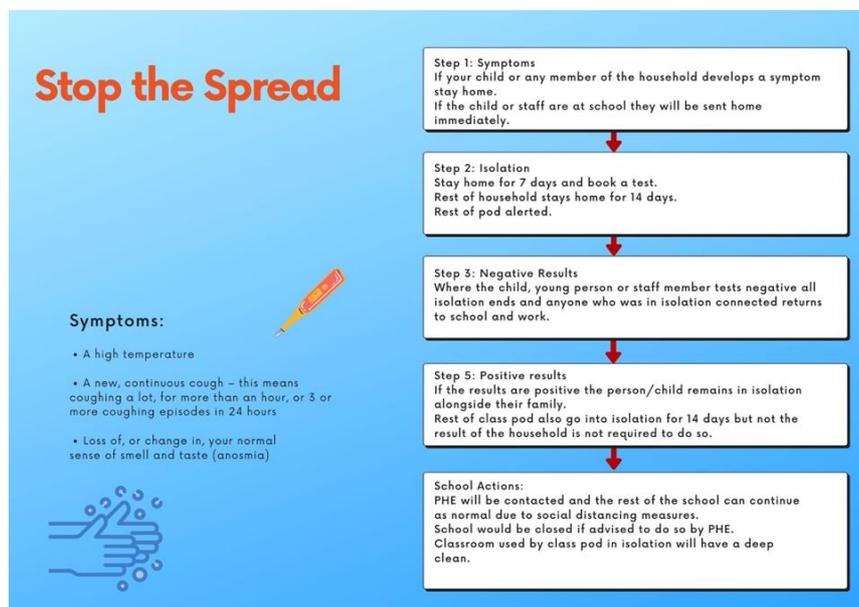
All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.

- There will be no whole school gatherings such as collective worship to limit contacts with other children/groups.

Integratory of the Bubble

- The principle of the bubbles is that children and staff stay together as a unit. Staff are able to move between bubbles although this should be limited as much as possible.
- From September there will be more flexibility than we have had before.
- GCE – whole school is one bubble, inside we will keep the integratory of separate class bubbles.
- LSN – Key Stage 2 & EYFS/KS1 Bubbles, inside we will keep the integratory of two separate bubbles.

The following flow chart demonstrates what happens if there is an infection in the bubble:



- One bubble out at break at any one time – GCE: Jaguars will have separate break and lunch breaks to the rest of the school. This will minimise contacts whilst allowing the children to regular breaks/fresh air and delivery of a broad and balanced curriculum for PE and outdoor learning opportunities.

Lutton St Nicholas Primary School Timetable

Class	Start Time	Finish Time
Dolphins - Year 5 & 6	8:50am	3:10pm
Elephants - Year 3 & 4	8:50am	3:10pm
Penguins - Year 1 & 2	9:00am	3:20pm
Caterpillars - Reception	9:00am	3:20pm

Gedney Church End Primary School Timetable

Year Group	Start Time	Finish Time
Jaguars - Year 4, 5 & 6	8:50am	3:10pm
Puffins - Year 2 & 3	9:00am	3:20pm
Woodpeckers - Reception & Year 1	9:00am	3:20pm

- One adult only to accompany their child/children.
- Adults and children must maintain social distancing during morning drop off and afternoon pick up.

	<ul style="list-style-type: none"> - Gates will be open at 8:40am and 3:00pm – please adhere to social distancing rules before the gates are opened. - Younger children will be allowed to leave with their older siblings at 3:10pm to avoid parents waiting on the playground.
<p>Measures within the classroom</p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. Ideally, adults should maintain 2 metre distance from each other, and from children. 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. Staff should avoid close face to face contact and minimise time spent within 1 metre of anyone. However, this may not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p>	<p>School response:</p> <p>We will limit bubbles to:</p> <p>LSN Key Stage bubbles/GCE Whole school bubble - children will remain in their classes for the majority of the day.</p> <p>Remind children about new rules for social distancing. Provide children with this information in a PPT before returning to school.</p> <p>Children will have their own desk, chair and tray with their own equipment where appropriate.</p>
<p>Measures elsewhere</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups)</p> <p>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>	<p>School response:</p> <p>Assemblies: There will be a weekly whole school/bubble assembly (Microsoft Teams) and other opportunities within a broad and balanced curriculum offer for children to participate in this. Teachers will ensure that their rooms are well ventilated with the windows and doors open.</p> <p>Staggered break times: A rota will ensure that there is staggered break times with ample time between children going out to break to ensure there is no cross over of children. Teachers will be expected to be punctual.</p> <p>Staggered lunchtimes: A rota will ensure that there is staggered lunchtimes with ample time between children going out to lunchtime play to ensure there is no cross over of children. Teachers will be expected to be punctual.</p> <p><u>Break and Lunch Timings</u></p> <p>LSN: KS2 Bubble Break Time 10:00 – 10:15 (10:10 stand still, ready to move back into classrooms) Lunch - eat from 12:00 to 12:20 - Play 12:20 to 12:45 (12:40 stand still, ready to move back into classrooms)</p> <p>KS1/EYFS Bubble Break Time 10:15 – 10:30 (10:25 stand still, ready to move back into classrooms) Lunch - eat from 12:25 – 12:45 – Play 12:45 to 1:05 (1:00 stand still, ready to move back into class rooms)</p>

	<p>GCE: Jaguars' Break Time 10:00 – 10:15 (10:10 stand still, ready to move back into classroom) Lunch - eat from 12:00 to 12:20 - Play 12:20 to 12:45 (12:40 stand still, ready to move back into classroom)</p> <p>Woodpeckers and Puffins' Break Time 10:15 – 10:30 (10:25 stand still, ready to move back into classrooms) Lunch eat from 12:25 – 12:45 – Play 12:45 to 1:05 (1:00 stand still, ready to move back into class rooms) Note: both the main hall and Jaguars class to be used</p> <p>A whistle will be used by staff to signal when it is time to stop and stand still. Class teachers will then call children back into the building to wash/sanitise their hands.</p> <p><u>Shared Staff Spaces:</u></p> <ul style="list-style-type: none"> - Staff cannot meet altogether except in rooms where they can socially distance (eg 2m apart). - Staggered lunches and breaks will ensure that EYFS, KS1 staff and KS2 staff can have breaks with enough space - Staff will wash hands regularly including before and after eating and before and after using shared equipment i.e. kettles. - Staff to avoid the use of the staff room unless for individual use when using essential equipment. - Staff will only use their own cup, cutlery, plates etc and will be responsible for washing these themselves. - Staff will only make drinks for each other within their bubble and will take it in turns to use kitchen facilities ensuring wiping afterwards. The use of staffrooms must be minimised so staggered use of the staffroom is essential. - Meetings can take place in the hall after school or in classrooms if the teachers can be socially distanced (2m). - We will optimise the use of 'Microsoft Teams' when appropriate.
<p>Measures for arriving at and leaving school</p> <p>Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school to avoid rush hour.</p> <p>Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them.</p> <p>Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p>	<p>School response:</p> <p>Staggered start and finish times without reducing the amount of teaching time:</p> <p>Communication to parents: Letter to parents to inform them of arrangements, including reminders about one parent to collect/ drop off, no gathering on the school site and the importance of being prompt whilst maintain social distancing. Clear explanation of using alphabetical order to support those with siblings having to wait on site.</p> <p>Face coverings:</p> <p>Staff that will be allowed to use face coverings if it is felt necessary to do so, particularly in EYFS and children who require intimate care. Any PPE used is then disposed of in a double plastic bag which is securely tied. This is then stored for 72hours before being put into general waste.</p> <p>Children and face coverings:</p> <p>Children will be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p> <p>Handwashing on arrival: All children use hand sanitiser when entering a classroom. All staff and visitors will use the hand gel in the entrance area before coming into school.</p>

<p>Other considerations</p> <p>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <p>Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</p>	<p>School response:</p> <p>SEND Pupils: Each child will have a personalised risk assessment which will be signed by the parent and school. Where appropriate children within both schools will have bespoke transition arrangements in place which have been discussed and agreed between home and school.</p> <p>Onsite visitors: Where possible maintenance will be carried out during the holiday period out of schools hours. All onsite visitors briefed in line with school procedures and expected to comply with school's protective measures.</p> <p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND can provide interventions as usual.</p> <p>It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch bags, hats, coats, books and bag.</p> <p>Individual and very frequently used equipment, such as pencils and pens will be provided and children will have their own items that are not shared kept in their individual trays.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment will be more frequently cleaned. I have decided that for Term 1 the outdoor play equipment (trim trail and gym) will not be used and will be marked out of bounds.</p> <p>Pupils can take reading books/homework books home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources.</p>
<p>6. Where necessary, wear appropriate personal protective equipment (PPE)</p>	<p>The majority of staff in our schools will not require PPE beyond what they would normally need for their work.</p> <p>Woodpeckers: Provide face screens that will allow staff to work with small groups of children – vulnerable staff member</p> <p>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 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>First Aid:</p> <ul style="list-style-type: none"> - PPE provided for staff if they are administering first aid - First aider on site at all times - Where possible we will get children, under our direction, to administer any first aid personally. Where this isn't possible then staff may wear a mask, apron and gloves.

<p>Response to any infection</p> <p>7. Engage with the NHS Test and Trace process</p> <p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.</p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p>	<p>We will ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> - Book a test if they are displaying symptoms. - Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit. - Provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace. - Self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <p>Our schools will be provided with a small number of home testing kits that can be given directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <ul style="list-style-type: none"> - We will ask parents and staff to inform our school immediately of the results of a test: <ul style="list-style-type: none"> - if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu, in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. - if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.
<p>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>Close contact means:</p> <ul style="list-style-type: none"> - Direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin). - Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual. - Travelling in a small vehicle, like a car, with an infected person. 	<p>We will take swift action when we become aware that someone who has attended our school has tested positive for coronavirus (COVID-19). We will contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>If there is a suspected case which proves to be negative, there will be no further action for bubbles. We do not close bubbles where a case is suspected but not confirmed. In autumn there may be many coughs and colds that have similar symptoms and prove to be nothing to worry about.</p> <p>Only when a suspected case is confirmed will the following action be taken:</p> <ul style="list-style-type: none"> • You will be informed as soon as possible that there has been a positive case in your child's bubble. We will not identify the name of the child with symptoms. • Your child's bubble will be CLOSED FOR 14 DAYS - Gedney Church End will be closed as a whole school. • If bubbles are in school when the case is confirmed, all parents will be asked to collect their child. If the case is confirmed out of hours, we will inform you not to bring your child into school for the following day.

	<ul style="list-style-type: none"> • All families of all children in a bubble must self-isolate for 14 days. • If your child or anyone in your household develops symptoms within the 14 days, then they must also book a test. • Children who had no symptoms can return to school after 14 days. Those who go on to test positive in the initial 14 day period will need to remain absent for 7 days after a positive test has been received. • The school will support those children absent via the home learning that was used during closure from March to July. <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19)infection’</p> <p>They should get a test, and:</p> <ul style="list-style-type: none"> - If the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. - If the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ <p>We will expect the parents/staff members to confirm they/the child have had a test, but not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p>
<p>9. Contain any outbreak by following local health protection team advice</p>	<p>If we have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and we will continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>
<p>School Operations</p> <p>Transport</p> <p>Social distancing has significantly reduced available transport capacity. This guidance sets out a new framework for supporting transport to and from schools from the autumn term.</p> <p>Dedicated school transport, including statutory provision</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not</p>	<p>School response:</p> <p>We will work with the LA and other partners - considering staggered start times to enable more journeys to take place outside of peak hours.</p> <p>We will encourage parents, staff and pupils to walk or cycle to school if at all possible.</p> <ul style="list-style-type: none"> - Office to liaise with LCC Transport to ensure they are aware of any amended staggered arrival/collection times and are following social distancing guidance. - Parents are encourage in written communication to walk to school with their children where possible.

<p>possible, will not apply from the autumn term on dedicated transport.</p> <p>The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out above and with the approach being adopted for your school.</p> <p>Consider:</p> <ul style="list-style-type: none"> - How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school. - Use of hand sanitiser upon boarding and/ or disembarking. - Additional cleaning of vehicles. - Organised queuing and boarding where possible. - Distancing within vehicles wherever possible - The use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet. 	
<p>Attendance</p> <p>School attendance is mandatory again from the beginning of the Autumn term.</p>	<p>School attendance is mandatory again from the beginning of the Autumn term. Attendance is recorded on Integris.</p> <p>Parents will be informed in the returning to school letter that school attendance is once again mandatory from September. The importance of regular school attendance will be communicated with parents.</p> <p>This means 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 - ECOs • The availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.
<p>Pupils who are shielding or self-isolating</p> <p>The vast majority of pupils will be able to return to school. However, a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19).</p>	<p>Shielding advice for all adults and children paused on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.</p> <ul style="list-style-type: none"> • If rates of the disease rise in our local area, children (or family members) from this area, and this area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). • Some pupils no longer required to shield but who generally remain under the care of a specialist health professional will need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). • Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will immediately offer them access to remote education. We will monitor engagement with this activity (as set out in the section below). • Where children do not attend school as parents are following clinical and/or public health advice, absence will not be penalised.

<p>Pupils and families who are anxious about return to school</p> <p>All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p>	<p>Vulnerable pupils: In our returning to school information to parents we will make clear how any parents/children who are anxious about returning should contact the school to discuss this. At the end of August, just before the children return we will send out a returning to school PowerPoint to all families to share with their children to support a positive return. Where appropriate children with EHCPs will have bespoke transition arrangements in place which have been discussed and agreed between home and school.</p> <p>If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school.</p> <p>We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies.</p>
<p>Action for all schools and local authorities</p> <p>We are asking schools to work with families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development.</p> <p>We will issue further technical guidance for schools to record attendance and absence, including what data schools will be asked to return to the department.</p>	<p>School response:</p> <p>We will:</p> <ul style="list-style-type: none"> - Communicate clear and consistent expectations around school attendance to our families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year. - Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This will include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic. - Use the additional catch-up funding schools, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance. - Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance.
<p>School workforce</p> <p>Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.</p> <p>It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p>	<p>Staff who are clinically vulnerable or extremely clinically vulnerable.</p> <p>Due the measures put in place by our school, we expect most staff to return to the workplace, although we advise those in the most at-risk categories to take particular care while community transmission rates continue to fall.</p> <p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.</p> <p>Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. School leaders are flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p> <p>Staff who are pregnant As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.</p> <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19) Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19:</p>

	<p><u>review of disparities in risks and outcomes report</u>. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we will discuss their concerns and explain the measures the school is putting in place to reduce risks. We will try as far as practically possible to accommodate additional measures where appropriate.</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>
<p>Supporting staff All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <u>extra mental health support for pupils and teachers</u> is available.</p> <p>The <u>Education Support Partnership</u> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>	<p>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Leaders will explain to all staff the measures they are proposing putting in place and involve all staff in that process.</p> <p>School response:</p> <ul style="list-style-type: none"> - Clear systems / communication channels so staff know who they can talk to and how to contact this person. - Staff members who are displaying signs of anxiety and depression will be offered counselling and financed by The Federation. <p>Other supportive measures:</p> <ul style="list-style-type: none"> • Teachers will have their ½ day PPA, this doesn't have to be taken on site. • While we are not able to give staff ½ day wellbeing time it is important that you limit the time you spend in school. • We are making changes to our marking and assessment guidance to support staff further with this. • From September staff should not arrive prior to 7.30am and must have left the building by 5pm. • While the DfE state that PPE is not needed, all staff have access to protective equipment. We have also purchased sneeze screen for the classrooms. Staff are free to wear their masks whenever they want. • Staff with children at other schools - Where staff do not have access to childcare, meaning they have to now drop off and pick up their child from the school, we will allow staff to start later and finish earlier in order for them to do this as staff families are important to us too. • Daily support is available via email, text or in person by SP.
<p>Staff deployment</p>	<p>We may need to alter the way in which we deploy our staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. We will discuss and agree any changes to staff roles with individuals.</p>
<p>Deploying support staff and accommodating visiting specialists</p> <p>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p>	<p>Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions.</p> <p>Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education Specified Work - England).</p> <p>Any redeployments should will not be at the expense of supporting pupils with SEND.</p> <p>Staff/pupil ratios are will always be met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.</p> <p>Our PE coaches from INSPIRE+ will continue to teach PE sessions across both schools. Covid Risk Assessment will be shared prior to the first visit.</p>
<p>Recruitment</p>	<p>Recruitment processes will continue as usual wherever possible. If absolutely necessary online interviews vis Microsoft teams may be used.</p>

<p>Supply teachers and other temporary or peripatetic teachers</p> <p>Schools can continue to engage supply teachers and other supply staff during this period.</p>	<p>School response:</p> <p>Supply staff and other temporary workers can move between schools, but we will consider how to minimise the number of visitors to the school where possible.</p> <p>Where it is necessary to use supply staff and to welcome visitors to the schools such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</p> <p>The guidance for supply teachers also applies to other temporary staff working in in our schools such as support staff working on a supply basis, peripatetic teachers such sports coaches, and those engaged to deliver before and after school clubs.</p>
<p>Expectation and deployment of ITT trainees</p>	<p>Deployment decisions will take into account the skills and capacity of the trainees in question.</p> <p>Though it is unlikely we will take on trainee teachers for this academic year, if such circumstances arise we will consider the following:</p> <p>Trainees could:</p> <ul style="list-style-type: none"> - Take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons. - Be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues. - Develop or engage in working groups to share best practice around resilience, commitment and team-working. - Work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload. This is not intended to be an exhaustive list.
<p>Staff taking leave</p> <p>We recognise that school staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all pupils to return from the start of the autumn term. Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK.</p> <p>As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term.</p>	<p>School response:</p> <p>There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.</p> <p>All staff have been informed and made aware of the dates of the two professional days at the start of Term 1 and are expected to be available to attend. Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home.</p> <p>Teachers would be expected to continue to work at home. TAs would be expected to engage in professional learning or continue with remote tasks such as preparation of resources at home.</p>
<p>Other support</p> <p>Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly</p>	<p>School response:</p> <p>Mixing of volunteers across groups will be kept to a minimum, and they will remain 2 metres from pupils and staff wherever possible.</p>

<p>supported and given appropriate roles. Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of <u>keeping children safe in education</u></p>	<p>Volunteers that listen to children read are encouraged to come into school on the understanding that they are not classed as being clinically vulnerable and that they only work with one class bubble. Reading will be an integral part of the recovery curriculum and fostering the love of this is important also for mental wellbeing.</p> <p>Assign regular volunteers that support to a specific class bubble.</p>
<p>Safeguarding</p> <p>Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils.</p> <p>Schools must have regard to the statutory safeguarding guidance, <u>keeping children safe in education</u> and should refer to the <u>coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</u>.</p> <p>Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</p> <p>Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.</p>	<p>School response:</p> <p>Due regard has been given to KCSIE 2020 and the changes will be shared with staff and governors at the start of Term 1.</p> <p>-An addendum has been published and will be reviewed before September. -Diane Jacobs is the DSL and time is always prioritised to take into account safeguarding.</p> <p>New Safeguarding policy in place by September 2020. New Staff Code of Conduct in place.</p>
<p>Catering</p> <p>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals. School kitchens can continue to operate, but must comply with the <u>guidance for food businesses on coronavirus (COVID-19)</u>.</p>	<p>School response:</p> <p>In the interests of health and safety school packed lunches only will be used. We do not have the staffing capacity or time to provide hot lunches at this time. The health and safety of staff and children is compromised by carrying hot food around the schools.</p> <p>Packed lunches will be offered up until October term and will be reviewed in line with any new guidance and in discussion with our caterers.</p> <p>Families eligible for benefits-related free school meals or universal infant free school meals will continue to but only be offered a packed lunch option.</p>
<p>Estates</p> <p>We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. We also do not think schools will need to deliver any of their education on other sites (such as community centres / village halls) because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use.</p> <p>Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of</p>	<p>School response:</p> <p>Currently no physical modifications or adaptations are required.</p>

<p>individual schools, based on their particular circumstances.</p>	
<p>Educational visits</p> <p>We continue to advise against domestic (UK) overnight and overseas educational visits.</p> <p>In the autumn term, schools can resume non-overnight domestic educational visits.</p> <p>Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely.</p>	<p>School response:</p> <p>New educational visits will not be planned in the first term unless we are confident that the venue has robust processes and procedures in place.</p> <p>We recognise the immense benefits of providing enriching and exciting experiences to children to provide a broad and balanced curriculum.</p> <p>We will explore the option of current domestic overnight educational visits to be made as alternative day trips or if we can access any similar activities/experiences safely in school. Arrangements could be made to provide children with similar experiences or a possible postponement until later in the school year.</p>
<p>School uniform</p> <p>It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending.</p> <p>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p> <p>Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</p>	<p>Our school will return to our usual uniform policies in the autumn term. We believe that uniform provides children with a sense of pride and belonging which is essential to their wellbeing.</p> <p>PPM funding is available for families that require financial assistance to purchase uniform.</p> <p>PE kit to be worn on PE days – we will notify parents of when this is.</p>
<p>Extra-curricular provision</p> <p>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents. We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups for this provision.</p>	<p>School response:</p> <p>Following careful planning we intend to resume our breakfast clubs from the start of the autumn term as we recognise this provides some of our most vulnerable children with a settled start, focussing on their mental wellbeing and their readiness for learning.</p> <p>We will maintain small, consistent bubbles and use the space of the schools' halls and classrooms effectively to maintain social distancing between children that belong to different bubbles.</p> <p>LSN:</p> <p>8:15am Main Hall – KS2 Breakfast Bubble Penguins – EYFS/KS1 Breakfast Bubble</p> <p>GCE:</p> <p>8:15am Main Hall – Woodpeckers/Puffins Breakfast Bubble Jaguars' Class Breakfast Bubble</p> <p>Consent will be obtained from parents, with it being made explicit that bubbles will be mixed.</p> <p>There will be no after school or lunchtime clubs run at least for the first half term. This will be reviewed regularly.</p>
<p>RECOVERY CURRICULUM</p> <p>"We need to help children deal with the outcomes of having been in lockdown: physically, socially, emotionally and educationally.</p>	

Key Aims:

- Support children through PSHE, Class-time/Circle Time support to come to terms with social and emotional effects of lockdown.
- Support children through maths, reading and writing curriculum to close gaps that have developed through lockdown.
- Identify key groups of children for additional support who have been affected more than majority.
- Identify key objectives missed/ not direct taught for intervention teaching.
- Redeploy TAs to support through interventions.
- Create identified groups - pre and post teaching.
- Teaching of Power Thinking (metacognition strategies) to introduce independent learning skills.

Children will have experienced a great deal of loss through:

- Lack of daily routines
- Low feelings of self-worth
- Lack of social interactions
- Loss of freedom – leading to low self-image, self-esteem, self-concept and self-efficacy
- Anxiety (both their own and absorbing adult anxiety around them)
- Trauma and bereavement

All children will be going through feelings akin to bereavement due to the loss above. We cannot underestimate the impact of this – and it may not be instantly visible who this is affecting and how. No child will have been left unscathed, though they may appear so initially. Schools will need to address what has happened with COVID19. The children have lived an experience that we need to help them acknowledge and process. Professor Barry Carpenter uses the analogy of children having been in orbit and needing to plan their re-entry. We now need to plan a pathway back to a new normality so that they are ready to learn and move on. Some children will need deep support for the next year or so.

We are a relationship based profession, and so relationships are going to be key. We need to put humanity first and foremost. The 1988 Education Act says that we are 'preparing children for adulthood'; by putting the children's well-being at the heart of everything we do, we will be fulfilling this direction.

This needs to be a three-pronged attack of Reconnection, Recovery and Developing Resilience. Once this has been addressed, academic needs can be addressed through subject priorities.

Activities currently being undertaken by school to support this

- **Power Thinking,**
- **ELSA,**
- **Learning & Life skills.**
 - DfE Sex and Relationship Resources
- **Using recommendations from Improving Social and Emotional Learning in Primary School**
- **Resources aligned to key objectives: assessing GAPS in RWM (to be used in low stake testing activities, such as pre and post assessments)**
- **INSET and resources related to:**
 - Behaviour and Relationships
 - Curriculum Planning
 - Explaining and modelling
 - Practice and Retrieval
 - Questioning and Feedback
- **Emotional coaching, ELSA training and supervision**
- **Curriculum remodelling;** how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading, knowledge and vocabulary.
- **Creating learning journeys and knowledge progression documents for each subject area – revising of LTP and MTP.**
- **Remote learning**

Curriculum expectations

This section sets out some key principles and expectations for curriculum planning in school based nursery and mainstream schools), so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

The key principles that underpin our advice on curriculum planning are:

- Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

Specific school response:

Catch up support and planning:

Development of Recovery Curriculum - Initially the curriculum priority will be that children feel safe and happy at school. Children will be offered a broad and balanced curriculum underpinned by the implementation of Cornerstones from Term 1. This will be reviewed as and when the Government release advice and information about the suggested catch-up funding.

Lever 1: rebuild relationships:

Positive relationships are vital for child development. Children may have experienced loss during the pandemic, including the loss of relationships with their

- The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations **if considering revisions to their school curriculum** for academic year 2020 to 2021:

Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.

Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later.

Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, **so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.**

Plan on the basis of the educational needs of pupils

Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.

Develop remote education so that it is integrated into school curriculum planning

Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.

Specific points for early years foundation stage (EYFS)

For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and

peers. They will need help to re-establish friendships, reconnect with staff and work with others.

Using our curriculum to recover:

1. We will implement a clear **curriculum pedagogy**. It transforms a child's experience at school, provides structure and ensures you are delivering content in the most effective way. But it can also help rebuild relationships by fostering collaboration, empathy, confidence and self-expression.
2. We will teach projects that explore relationship themes. Try to avoid ad hoc lessons and resources. Sequence your curriculum content so that children meaningfully revisit and build upon their knowledge, understanding and skills.
3. Offer regular opportunities for children to work together on purposeful, absorbing and rewarding tasks. Provide challenge and allow them to innovate and find solutions.
4. Identify overarching human concepts and themes that can run throughout your curriculum and deepen children's understanding. **Lever 2: understand the individual child and their community:**

Our curriculum principles are informed by our school's values, aims and the needs of the community. Children may have experienced the lockdown in different ways. The curriculum can help children tell their stories, strengthen their sense of self, family, community, and place in the wider world.

We will use our curriculum to recover by:

1. Allowing time for individual children and families to tell their lockdown stories. We will adapt curriculum content to reflect this or be flexible with delivery.
2. Model good speaking and listening skills and empower children with the emotional vocabulary they need to express their thoughts and feelings.
3. Teach projects and regular PSHE sessions that cover themes such as identity, personal feelings, similarities and differences and community belonging.
4. Engage children with high quality resources, such as stories, games, songs, discussion prompts and videos. They should reflect cultures within and beyond your community.
5. Interesting, relevant themes will also engage parents – something many schools teaching the Cornerstones projects often attest to

Lever 3: know, acknowledge and address the gaps in learning through a transparent curriculum:

Missed learning is a complex issue. Children's needs will vary and not all gaps can – or should – be addressed immediately. We feel confident that we have a curriculum in place with a sequenced knowledge and skills framework, you're in a strong position to plan a flexible route to recovery.

Using our curriculum to recover:

1. Identify significant curriculum coverage that children have missed during the spring and summer terms. These include subject aspects and concepts that need embedding before children can move on, or that they are not likely to revisit in future projects.

mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.

For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.

2. Our subject leaders can then see if and where this missed coverage is to be revisited in future projects. If not, add it to plans. If you use an online system like Curriculum Maestro that tracks actual coverage, identifying and reassigning gaps can be done very easily.
3. Where and when appropriate, use 'low stakes' quizzing and child-friendly testing to assess where extra support for key skills, such as reading are needed.
4. We will consider doing less content in the short and medium term, but in more depth. This will help children become more secure in their knowledge and skills. (Schools using Cornerstones can access our shorter, engaging knowledge-rich projects on Curriculum Maestro).

Lever 4: metacognition – ensure the children continue to develop the skills for learning

Professor Carpenter states that 'it is vital that we make the skills for learning in a school environment explicit'. If children are to get back on track and have self-efficacy, they will need to be aware of the skills they need to learn.

Using our curriculum to recover:

1. We intend Offer a curriculum pedagogy that teaches and provides ample practice for metacognition strategies. These include planning, identifying how to solve problems, organisation, self-evaluation, analysis, adjusting and more.
2. Reintroduce children to the concept of Power Thinking.
3. Teach projects that explore positive models of human personal development, resilience, character, adapting to challenges and achievement.
4. Share the bigger picture. Let children know about and have a say in the route their learning is taking them on. This will help to keep them motivated, give them hope, and provide a sense of purpose.
5. Empower children with subject knowledge and highlight the learning approaches that are useful for specific subjects. For example, with older children, explain how geographical enquiry might look different from historical enquiry.

Lever 5: a curriculum that engages and inspires, gives children the space to adjust and minimises any disadvantages

This is a crucial lever. Children deserve to experience joy and to be engaged if they are to feel secure and positive about being in school again. Lockdown may have been a narrow experience for them, but school can lift children's spirits and provide welcome relief.

1. We will intend to set a clear pedagogy that values and promotes curiosity, deep focus, innovation and self-expression. These are not just valuable for academic development – they are important for personal growth and fulfilment.
2. **Prioritise a love of, and the skills involved in, reading – it's the essential tool for accessing a wide curriculum.**
3. Plan a rich curriculum that broadens children's horizons and covers a wealth of topics and themes. Exciting subjects spark the imagination so choose projects that your children will enjoy and that build on their interests.

	<ol style="list-style-type: none"> 4. Deliver shorter projects that cover the essential skills and knowledge needed for key topics and that are already fully resourced, like our <u>knowledge-rich projects</u>. 5. Provide resources that are high quality, pitched right, and enjoyable to use. Videos, stories, texts, physical resources and visitors – virtual or otherwise – will bring the curriculum to life for your children. 6. Rekindle the joy in your teachers. Provide workload-saving curriculum tools, plans and resources that are flexible and need only minimal adaptation. These relieve pressure and free staff up to enjoy their teaching. <ul style="list-style-type: none"> - Yoga/mindfulness (we will plan for a 'Well Being Week' early in the Autumn Term)/ELSA/Resilience and readiness/learning & life skills/ activities which provide a sense of belonging and safety. - Use of Social Stories to support children's understanding of COVID 19 and how to put the health and safety principles into practice. - In addition to the reacclimatising of new rules and routines, supporting the children to feel happy and safe in school the next focus should be on reading and discussion of new vocabulary. - Once all children are returned and fully settled, SLT to discuss with core subject leaders the best approach to identifying and planning for potential gaps in learning moving forward, including next academic year. - Once all children are returned and settled the Assistant Headteacher (AD) will monitor and evaluate the broader curriculum and consider which topic areas have been missed and to assess if these can be visited through other topics later in the key stage - Once all children are returned and settled with younger children, in phonics groups, Phonics and Reading Leads (LW/EP) to reassess and provide programmes to help and support them to get back to where they were and be in a good position to springboard on from there.
<p>Physical activity in schools Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <p>External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice: - <u>guidance on the phased return of sport and recreation</u> and guidance from <u>Sport England</u> for grassroot sport - advice from organisations such as the <u>Association for Physical Education</u> and the <u>Youth Sport Trust</u></p> <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>	<p>School response:</p> <ul style="list-style-type: none"> - Preferably, bubbles will have their own sets of equipment. Where this cannot be achieved, sports equipment will be cleaned between each use by individual groups or rotated on a 72 hour basis and contact sports avoided. - Outdoor sports will be prioritised, and the hall used where it is not, maximising distances and paying attention to hygiene and cleaning.
<p>Behaviour Schools should consider reviewing their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to</p>	<p>School response:</p> <ul style="list-style-type: none"> - Behaviour Policy produced – PowerPoint produced for parents showing photos of changes in school and

<p>staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.</p>	<p>general new rules etc for parent to share at home before their return.</p> <ul style="list-style-type: none"> - On return to school in September establishment of class and school rules and routines. - Social distancing posters/rules to be shared with staff and families at home before their return. - included in the behaviour support policy - Parent letter to ensure they are clear on our approach to include and the parameters we/they need to work within for dropping off/picking up, contacting school etc. - Rules/routines to be clear in relation to the above. - Revised home school agreement reviewed and shared with all stakeholders.
<p>Contingency planning for outbreak</p> <p>If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.</p> <p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p>	<p>School response:</p> <ul style="list-style-type: none"> - Close liaison with the PHE protection team to follow advice. - Parents and staff are aware as per the addendum to the Private Notice that contact details will be provided to the Track and Trace service to limit the impact of a localised outbreak. - Contingency planning will be in place to provide remote education as soon as is practically possible. - School has current knowledge of the keyworker/ vulnerable parents and would assess its ability to offer this again in the event of a local outbreak at that point in time.
<p>Remote Education and Learning</p> <p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</p> <p>In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> - Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectation. - Give access to high quality remote education resources. - Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use. - Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. - Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. 	<p>School response:</p> <ul style="list-style-type: none"> - Oak Academy resources meet the criteria set out by the Government for the key online part of any remote learning and will be used as the main stay of our remote learning 'package'. - We will continue to use 'Key Stones' Home Learning materials which will be shared alongside other key documents from BBC Bitesize, Twinkle etc to support home learning. - Recovery curriculum will be in place to support our children with a focus upon children learning to learn, well-being, time to talk. (Where possible these activities should be incorporated into future learning packs). - Home learning packs will continue to be provided for those not attending and those year groups who are not yet allowed to return to school. This should be similar to the activities those in school are completing to ensure that children will not become disadvantaged by missing out on aspects of their learning. - In September SLT will explore online teaching tools such as Microsoft Teams/Class Do-jo to allow lessons to be viewed online by children at home.

When teaching pupils remotely, we expect schools to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.