



## The Rutland Learning Trust

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*First-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.*

By Working Together  
Sustaining Excellence  
Transforming Learning

**DFE Guidance for full opening of schools:** Published May 2021

When completed, this booklet **MUST** be shared with your LGB and ALL STAFF – changes to previous guidance are highlighted in green

**School: Uppingham C of E Primary School**

**Head teacher: Mrs Julia Exton**

**Chair of Governors: Mrs Liz Clarke**

**Completion date: 17<sup>th</sup> May 2021**

This guidance explains the actions school leaders should take to minimise the risk of transmission of coronavirus (COVID-19) in their school. This includes public health advice, endorsed by Public Health England (PHE).

### Overview

All primary pupils should attend school.

To prepare for this school **MUST**:

- review and where necessary, update your risk assessment
- make sure you are following the system of controls to minimise the risk of infection, including plan for asymptomatic testing.
- have a contingency plan in place for outbreaks in your school or changes in restrictions
- communicate any changes in your processes to parents

Much of the content in this booklet will be familiar to you, as it has been in place for some time.

Most recently, we have made specific changes to the information on:

- face coverings
- attendance - advice on pupils who are abroad
- pupils travelling to the UK from abroad
- educational visits
- wraparound provision and extra-curricular activity
- music, dance and drama and school – performances
- pupil wellbeing and support
- state-funded school inspection
- further guidance on domestic residential educational visits

The measures set out below 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 in March, 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.**

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

#### 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 that address the risks identified using the system of controls set out below.**

### What is our school going to do? Planned key actions

**RLT Risk Assessment Booklet. Completion date: 19.5.2021**  
**RLT Risk assessment – TEAMS. Completion date: 21.5.2021**

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

**The system of controls: protective measures**

**Prevention**

**You MUST always:**

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

**In specific circumstances:**

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

**Response to any infection**

**We will always:**

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

Guidance/Recommendation	What is our school going to do? Planned key actions
<p><b>Prevention</b></p> <p><b>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</b></p>	<p>Our school will ensure that pupils, staff and other adults must not come into the school if:</p> <ul style="list-style-type: none"> <li>• they have one or more coronavirus (COVID-19) symptoms</li> <li>• a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms</li> <li>• they are required to <u>quarantine having recently visited countries outside the Common Travel Area</u></li> <li>• they have had a positive test</li> <li>- have been in close contact with someone who tests positive for COVID-19</li> </ul> <p>Our school will ensure that pupils, staff and other adults will immediately cease to attend school and not 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 if they did not have any symptoms but have had a positive test (whether this was a <u>Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test</u>)</li> </ul> <p>Our school will follow this process and ensure everyone onsite or visiting is aware of it.</p> <p>Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but they may leave home to avoid injury or illness or to escape risk of harm.</p> <p>If anyone in our school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), our school will:</p> <ul style="list-style-type: none"> <li>• send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days</li> <li>• advise them to follow the <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u></li> <li>• advise them to <u>arrange to have a test</u> as soon as possible to see if they have coronavirus (COVID-19)</li> </ul> <p>Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a <u>Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test</u>, and the next 10 full days. <b>It remains essential that</b></p>

anyone who gets a positive result from an LFD result self-isolates immediately, as must other members of their household, while they get a confirmatory PCR test.

If a member of the household starts to display symptoms while self-isolating they will need to restart the 10-day isolation period and book a test.

If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms.

In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements will be organised by our school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.

If a pupil is awaiting collection:

- they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the pupil, with appropriate adult supervision if required
- a window will be opened for fresh air ventilation if it is safe to do so
- if it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people
- if they need to go to the bathroom while waiting to be collected, they will use a separate bathroom if possible - the bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else
- personal protective equipment (PPE) will be worn by staff caring for the pupil 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).

In an emergency, our school will 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, unless advised to.

**Public Health England (PHE) has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).**

**When an individual has had close contact with someone with coronavirus (COVID-19) symptoms** Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:

- the symptomatic person subsequently tests positive
  - they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)
  - they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) which is a legal obligation
- they have tested positive from an LFD or PCR test as part of a community or worker programme
- if an LFD test is taken first, and a confirmatory PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the individual can return to school

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 after they have left, to reduce the risk of passing the infection on to other people. See the guidance on the cleaning of non-healthcare settings.

If a member of staff is contacted by NHS Test and Trace or our local health protection team and told to self-isolate because they have

	<p>been a close contact of a positive case, they have a legal obligation to do so.</p>
<p>2. Ensure face coverings are used in recommended circumstances</p> <p>Based on the current state of the pandemic and the positive progress being made, it is no longer necessary to recommend the additional precautionary face covering measures put in place from the 8 March.</p> <p>From 17 May, in line with Step 3 of the roadmap, face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms.</p> <p>In all schools we continue to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas).</p> <p>Where schools are delivering education and training, including extra-curricular activities and wraparound childcare, in a community setting (for example, library or community centre), staff and pupils will be exempt from the legal requirement to wear a face covering if they are in a private room or the premises has been exclusively hired for the sole use of its pupils and staff.</p> <p>The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. The Local Action Committee structure (bronze/silver/gold) should be used in such circumstances to re-introduce the use of face coverings. Immediate outbreak response (at the level of individual settings or a cluster of settings) remains for local directors of public health to advise on.</p> <p>The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education settings or requirement in public places.</p> <p>Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p>	<p>In our school face coverings will be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).</p> <p>Face visors or shields will not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>Children in primary school do not need to wear a face covering.</p> <p><b>Access to face coverings</b> Our school will have a small contingency supply available for people who:</p> <ul style="list-style-type: none"> <li>- are struggling to access a face covering</li> <li>- are unable to use their face covering as it has become damp, soiled or unsafe</li> <li>- have forgotten their face covering</li> </ul> <p><b>Safe wearing and removal of face coverings</b> Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> <li>- cleaning of hands before and after touching – including to remove or put them on</li> <li>- safe storage of them in individual, sealable plastic bags between use</li> </ul> <p>Where a face covering becomes damp, it will not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p> <p>Face visors or shields – we will carry out a risk assessment for the specific situations when these will be used and will always be cleaned appropriately.</p>
<p>3. Ensure everyone is advised to clean their hands thoroughly and 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. 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>Our school will ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> <li>• when they arrive at the school</li> <li>• when they return from breaks</li> <li>• when they change rooms</li> </ul>

<p>Points to consider and implement:</p> <ul style="list-style-type: none"> <li>- whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</li> <li>- 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</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>• before and after eating</li> </ul> <p><b>Further school response:</b></p> <p>All classes have designated handwashing facilities that are used just by that class.</p> <p>Staff have handwashing facilities around school.</p> <p>Hand sanitiser is available in key points around the school at increased contact points and entry/exit points.</p> <p>Hand sanitiser kept out of children's reach in EYFS and KS1 classes.</p> <p>School daily routine incorporates regular handwashing at specific times of the day:</p> <ul style="list-style-type: none"> <li>• on arrival at school</li> <li>• before leaving school</li> <li>• before and after playtime</li> <li>• before and after eating</li> <li>• when moving between classroom and other learning zones</li> <li>• visits to the toilet</li> <li>• additional time will be allocated to establishing routines at the beginning of the school year</li> <li>• younger children and those with specific learning needs will be supported to follow these routines</li> </ul> <p>Communication with parents will include that we are washing/sanitising our hands more often.</p> <p>Signage around school will continue to remind staff and children to wash hands.</p>
<p><b>4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach</b></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.</p> <p>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><b>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.</b></p>	<p><b>Our school will promote the 'catch it, bin it, kill it' approach</b></p> <p>The 'catch it, bin it, kill it' approach continues to be very important, we will ensure that we have enough tissues and bins available in the school to support pupils and staff to follow this routine.</p> <p><b>Further school response:</b></p> <ul style="list-style-type: none"> <li>• Tissues boxes to be positioned around the school in all areas with bins situated near by</li> <li>• Regular emptying of bins</li> <li>• "Catch it, bin it, kill it" signage around school</li> <li>• Staff to remind children about "Catch it, bin it, kill it" and model good practise</li> </ul>
<p><b>5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents</b></p>	<p>Our school will maintain a cleaning schedule that ensures cleaning is enhanced and includes:</p> <ul style="list-style-type: none"> <li>- more frequent cleaning of rooms or shared areas that are used by different groups</li> <li>-frequently touched surfaces being cleaned more often than normal</li> <li>- cleaning toilets regularly</li> <li>- encouraging pupils to wash their hands thoroughly after using the toilet</li> <li>- allocating different groups their own toilet blocks (wherever possible)</li> </ul> <p><b>School response</b></p> <ul style="list-style-type: none"> <li>• Continue to follow enhanced cleaning schedule</li> <li>• All classrooms, offices are supplied with cleaning supply of cloths and spray</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff to clean “frequent touch” surfaces during the day (breaktime and lunchtime) – door handles and push plates, tables</li> <li>• All Bubbles to work in designated areas</li> <li>• Where children work in different areas, these must be cleaned between groups.</li> <li>• All classes to continue to use designated toilet and handwashing facilities.</li> <li>• Increased cleaning throughout day.</li> <li>• Handwashing expectations to be part of routines</li> <li>• Posters to remind handwashing.</li> <li>• Handwashing to be part of induction to new class setting expectation</li> </ul> <p>This enhanced cleaning programme will be recorded on the daily cleaning record and monitored by the Premises Officer and Headteacher</p>
<p><b>6. Minimise contact between individuals and maintain social distancing wherever possible</b></p> <p>Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>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. These are not alternative options and both measures will help, but the balance between them will change depending on the:</p> <ul style="list-style-type: none"> <li>- pupil’s ability to distance</li> <li>- layout of the building</li> <li>- feasibility of keeping distinct groups separate while offering a broad curriculum</li> </ul> <p><b>How to group children</b></p> <p>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. 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.</p> <p>When using larger groups, the other measures from the system of controls become even more important to minimise:</p> <ul style="list-style-type: none"> <li>- transmission risks</li> <li>- the numbers of pupils and staff who need to self-isolate.</li> </ul> <p>Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p> <p>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.</p>	<p><b>School response:</b></p> <ul style="list-style-type: none"> <li>• Each class will be its own consistent “Bubble” and where possible will not mix during the school day. Where bubbles are working together e.g. Rock steady, phonics children will stay 2m apart or will be outside to mitigate risk.</li> <li>• During lunchtime children will eat in the hall in their bubble. Lunchtime will be staggered with half in the hall in their own bubble zone and half outside, then swap over.</li> <li>• Hall to be well ventilated and a one way system in place so that bubbles do not mix.</li> <li>• Playtime will be in a designated space so bubbles do not mix. Rota basis so all groups will get trim trail for a week. Bubbles to continue to have equipment to support play.</li> <li>• All adults in school are responsible for keeping 2m away from children.</li> <li>• All children should be supported to maintain distance and not touch staff where possible. Exceptions to this may be when responding to children’s emotional needs or a first aid incident.</li> <li>• Staff who cross bubbles will need to wash hands between groups and resources used between groups must be sanitised after use of quarantined for 72 hours.</li> <li>• After school sports clubs run by internal staff member will be open to 1 year group bubble e.g. Y6 club on Monday night.</li> <li>• Breakfast club and after school club will operate in the hall, windows open for ventilation, each “bubble” of children will have their own area and resources to use.</li> </ul>

<p>Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible.</p> <p>Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>Both the approaches of separating groups and maintaining distance are not 'all or nothing' options and will still bring benefits, even if partially implemented.</p> <p>You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:</p> <ul style="list-style-type: none"> <li>- specialist teaching</li> <li>- transport</li> <li>- wraparound care</li> </ul> <p>Siblings may also be in different groups.</p> <p>All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>Try to minimise the number of interactions or changes wherever possible.</p>	
<p><b>Measures within the classroom</b></p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face 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,</p> <p>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, with other increased hygiene protocols in place to minimise the risk of transmission.</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>When staff and pupils cannot maintain distancing, the risk can be reduced by keeping pupils in the smaller, class-sized groups.</p>	<p>We will make small adaptations to the classroom to support social distancing where possible. <b>This will include seating pupils side by side and facing forwards</b>, rather than face to face or side on, and might include <b>moving unnecessary furniture out of classrooms to make more space.</b></p> <p><b>School response:</b> Class sized groups. We will make small adaptations to the classroom to support distancing where possible. <b>This will include seating pupils side by side and facing forwards</b>, rather than face to face or side on, and might include <b>moving unnecessary furniture out of classrooms to make more space.</b></p> <p>All KS2 classes will organise tables front facing as far as room space allows. EYFS and KS1 tables will be arranged to support continuous provision</p>
<p><b>Measures elsewhere</b></p> <p>Schools should avoid large gatherings such as assemblies or collective worship with more than one group.</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,</p>	<p><b>School response:</b> Groups will be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. Collective worship timetable will be revised to facilitate remote delivery over TEAMS Monday – JE to lead via TEAMS <b>Tuesday – staff member</b> Wednesday – Church</p>

<p>schools should avoid creating busy corridors, entrances and exits.</p> <p>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>Thursday – Class based follow up Friday – Celebration Assembly – remotely via TEAMS, changed format to suit online.</p> <p><b>Singing:</b> Can sing in bubbles, facing forward with member of staff at least 2 m away from singing, quiet singing</p> <p><b>Staggered break times:</b> 10.30 – 10.45 EYFS and KS1 11.00 – 11.15 KS2</p> <p><b>Staggered lunchtimes:</b> EYFS Y1 and Y2 – 12.00 -1.00 (25 minutes in hall then handwash and out to play) KS2 12.30 – 1.30 (25 minutes in hall to eat and then out to play) 3 clear zones in the hall so bubbles remain separate. One way system in place.</p> <p><b>Use of staff room or other shared spaces:</b> Staff room and office will continue with a limit of how many people are allowed in the space to ensure social distancing can be maintained.</p>
<p><b>Measures for arriving at and leaving school</b></p> <p>Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.</p> <p><b>Staggered start and finish times</b> <b>Should not reduce the amount of overall teaching time</b> Keeping the length of the day the same but starting and finishing slightly later to avoid busy periods.</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><b>School response:</b></p> <p><b>Staggered start and finish times without reducing the amount of actual teaching time:</b> Soft start to the day <b>8.50 gates open – 9.00 school starts</b> EYFS and Y1 to continue with current set up using gates at front of school. Y2 and KS2 to use gate at side of school. Parents to drop off and leave by big gates. 8.50 – 8.55 Surname A – M 8.55 – 9.00 Surname N-Z</p> <p>Pick up the same. 3.20 Surname A – M 3.25 Surname N-Z</p> <p>Children to be sat in classes ready for pick up. Teacher to watch out of fire door. One way system to extend up the drive to allow for pick up.</p> <p><b>Communication to parents:</b> Continue to use Class Dojo on Friday for Parent Update.</p> <p><b>Removal of face coverings:</b></p> <p>Staff to be aware of the process of removing face covering and support children to do so if they are wearing masks on arrival. <i>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.</i></p> <p>Communicate clearly to parents that children do not need to wear face masks in school and the above process will occur if a mask is work to school.</p> <p><b>Handwashing on arrival:</b></p> <ul style="list-style-type: none"> <li>• All children, staff and visitors to wash hands on arrival at school.</li> <li>• Classroom routines established to this is part of the arrival at school.</li> </ul>
<p><b>Other considerations</b></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><b>School response:</b></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>

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.

Where a pupil routinely attends more than one setting on a part-time basis, for example, because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil.

Pupils should be able to continue attending both settings.

While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice.

- Premier Sport and Dance only external providers in school. Must minimise contact and maintain distance from other staff. PE sessions to take place outside where possible or in well ventilated hall.

Specialists, therapists, clinicians and other support staff for pupils with SEND can provide interventions as usual.

- Where external visitors come in use well ventilated empty classroom and wear a mask.

It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and bag.

- Children should only bring in: coats, reading books, lunchboxes, water bottles.
- No pencil cases or school bags
- Children will come to school in PE kit on the days they have PE.

Individual and very frequently used equipment, such as pencils and pens. Staff and pupils will have their own items that are not shared.

- Children and staff will have their own stationery to use.
- Shared resources should not be available e.g. pen pots.

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.

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.

Outdoor playground equipment will be more frequently cleaned. This applies to resources used inside and outside by wraparound care providers.

- TRIM TRAIL will be allocated as part of playground timetable and each class will have access for a week each on a rota basis

Pupils and teachers can take books and other shared resources 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.

- Only reading books will be going home with children. When returned must be quarantined for 48 hours before going back on the shelf.
- Feedback will be verbal where possible. Books may be marked in school, not to be taken home.

School response:

Onsite visitors

- when arrival is during office hours, office staff to remind of expectations.
- When out of hours premises office to explain expectations.
- Where possible external contractors to be arranged out of school hours.

### 7. Keep occupied spaces well ventilated

Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.

When our school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.

Good ventilation can be achieved by a variety of measures including:

- mechanical ventilation systems – these will be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems will be adjusted to full fresh air or, if not, then systems will be operated as normal as long as they are within a single room and supplemented by an outdoor air supply

- natural ventilation – opening windows (in cooler weather windows will be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors will also assist with creating a throughput of air

<p>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice provides more information.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> <li>• opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing</li> <li>• rearranging furniture where possible to avoid direct draughts</li> </ul>	<ul style="list-style-type: none"> <li>- natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> <li>- To balance the need for increased ventilation while maintaining a comfortable temperature, consider we will consider: <ul style="list-style-type: none"> <li>- opening high-level windows in colder weather in preference to low level to reduce draughts</li> <li>- increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>- providing flexibility to allow additional, suitable indoor clothing</li> <li>- rearranging furniture where possible to avoid direct draughts</li> </ul> </li> <li>- Heating will be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul> <p><b>School response:</b></p> <p>Keeping occupied spaces well ventilated</p> <p>It is important to ensure rooms are well ventilated and a comfortable teaching environment is maintained.</p> <p>Natural ventilation - opening windows</p> <ul style="list-style-type: none"> <li>· in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space.</li> <li>· Alternate windows to be open in a room where two walls have windows. If only one wall has windows all to be open.</li> <li>· Internal doors must remain open to assist with creating a throughput of air</li> <li>· At playtimes and lunchtimes external opening doors (Y5/6 Pod , door by staffroom, Y3.4 pod door) used by children to be left open to purge the air in classrooms.</li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> <li>· opening high level windows in preference to low level to reduce draughts</li> <li>· increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>· providing flexibility to allow additional, suitable indoor clothing.</li> <li>· rearranging furniture where possible to avoid direct drafts</li> </ul>
<p><b>8. Where necessary, wear appropriate personal protective equipment (PPE)</b></p>	<p>The majority of staff in our school will not require PPE beyond what they would normally need for their work.</p> <p>PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>- 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</li> </ul>
<p><b>9. Promote and engage in asymptomatic testing</b></p>	<p><b>Asymptomatic testing</b> <b>Coronavirus (COVID-19) asymptomatic testing in schools</b></p> <p>Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.</p> <p><b>School response:</b> Staff in our will continue to test with LFDs twice a week at home, as per existing guidance.</p>
<p><b>System of Controls - Response to any infection</b></p> <p><b>10. Engage with the NHS Test and Trace process</b> Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>.</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"> <li>• book a test if they or their child has symptoms - the main symptoms are: <ul style="list-style-type: none"> <li>- a high temperature</li> <li>- a new continuous cough</li> <li>- a loss or change to your sense of smell or taste</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• self-isolate immediately and not come to school if: <ul style="list-style-type: none"> <li>- they develop symptoms</li> <li>- they have been in close contact with someone who tests positive for coronavirus (COVID-19)</li> <li>- anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19)</li> <li>- they are required to do so having recently travelled from certain other countries</li> <li>- they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation</li> </ul> </li> </ul> <p>provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</p> <p><b>Polymerase Chain Reactions (PCR) tests for symptomatic testing</b>  <b>Booking a polymerase chain reaction (PCR) test through 119</b></p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) website, or ordered by telephone via NHS 119 for those without access to the internet.</p> <p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit.</p> <p><b>Polymerase Chain Reaction (PCR) tests contingency supply</b></p> <p>Our school 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> <p><b>NHS COVID-19 app</b></p> <p>Staff members are encouraged to use the app. The guidance for schools and further education colleges in England provides information about how the app works and guidance for its use within schools in England.</p>
<p><b>11. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p> <p>Close contact means:</p> <ul style="list-style-type: none"> <li>• anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)</li> <li>• anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ul style="list-style-type: none"> <li>- face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre</li> <li>- been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>- sexual contacts</li> <li>- been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> <li>- travelled in the same vehicle or a plane</li> </ul> </li> </ul>	<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>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with our school to guide us with the actions we need to take. Based on the advice from the health protection team, we must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious.</p> <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. This will be hosted on INTEGRIS.</p> <p>This will be a proportionate recording process. We do not need to ask pupils to record everyone they have spent time with each day or</p>

	<p>ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to our school, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <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 <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>.</p> <p>They should get a test, and:</p> <p>if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</p> <p>if the test result is positive, they should inform their school immediately, and</p> <p>should isolate from the day of onset of their symptoms and at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a></p> <p>Based on advice from Public Health England (PHE) and NHS Test and Trace, the testing programme initially included offering those who came into close contact with a positive case in schools the option of 7 days of daily contact testing (with self-isolation if a subsequent test was positive) as an alternative to self-isolation. PHE and NHS Test and Trace have now reviewed their initial advice in light of the higher prevalence and rates of transmission of new variants. They have concluded that these changes in virus mutations warrant further evaluation work and that daily contact testing in place of self-isolation should be paused until this evaluation has taken place. We will update our risk assessment when this evaluation is complete.</p> <p>We will 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><b>Reporting actual or suspected cases of coronavirus (COVID-19) through the education setting status form</b></p>	<p>From 11 January, our school resumed completing an educational setting status form. This form will be amended by the DfE to reflect wider opening. The data helps the government monitor the impact of coronavirus (COVID-19) on schools.</p>
<p><b>12. Contain any outbreak by following PHE local health protection team advice</b></p>	<p>If we have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak. We will call the dedicated advice service who will escalate the issue to our local health protection team where necessary and advise if any additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group.</p> <p>We will continue to implement the system of controls, addressing any issues we have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. We will not close except on the advice of health protection teams.</p> <p><b>Admitting children and staff back to the school</b> The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating</p>

	<p>after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, we will advise them to stay at home and seek medical advice.</p> <p>We will not request evidence of negative test results or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation.</p> <p>In the vast majority of cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others. In the event that a parent or carer insists on a pupil attending your school, we may take the decision to refuse the pupil if, in our reasonable judgement, it is necessary to protect our pupils and staff from possible infection with coronavirus (COVID-19). Our decision would need to be carefully considered in the light of all the circumstances and current public health advice.</p>
<p><b>School operations: Transport</b></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. We will encourage parents, staff and pupils to walk or cycle to school if at all possible.</p>
<p><b>Attendance</b></p>	<p>School attendance is mandatory again from 8<sup>th</sup> March. Attendance is recorded on Integris.</p> <p>This means the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- schools' responsibilities to record attendance and follow up absence</li> <li>- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> </ul> <p>We will use code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC.</p> <p>We will review and provide further advice in due course on what should be included in pupils' attendance records in our end of year reports.</p> <p><b>Vulnerable children</b></p> <p>Where pupils who are self-isolating are within our definition of vulnerable, we will put systems in place to keep in contact with them.</p> <p>When a vulnerable pupil is required to self-isolate, we will:</p> <ul style="list-style-type: none"> <li>• notify their social worker (if they have one)</li> <li>• agree with the social worker the best way to maintain contact and offer support</li> </ul> <p>We have procedures in place to:</p> <ul style="list-style-type: none"> <li>• check if a vulnerable pupil is able to access remote education support</li> <li>• support them to access it (as far as possible)</li> <li>• regularly check if they are accessing remote education</li> </ul>
<p><b>Term time holidays</b></p>	<p><b>School response</b></p> <p>As restrictions begin to lift, some families may be looking to take holidays. As usual, parents should plan their holidays around school breaks and not take their children out of school on holiday during term time. Where a parent wishes to take their child out of school for whatever reason, the onus is on them to apply for a leave of absence and demonstrate why they believe the circumstances are exceptional. We will make decisions on granting leave of absence, but will not normally do so for a holiday.</p>

<p><b>Pupils who are shielding or self-isolating</b></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>Some groups of people, including children, are at higher risk of severe illness from coronavirus. This group of people have been told directly by their GP or hospital clinician, or have received a letter, confirming that they are 'clinically extremely vulnerable'.</p> <p>Since the 1 April, those who are clinically extremely vulnerable (CEV) are no longer advised to shield. See guidance on who is at higher risk from coronavirus, and protecting people who are clinically extremely vulnerable.</p>	<p>All CEV pupils should attend school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend.</p> <p>Pupils who live with someone who is CEV should continue to attend school as normal.</p> <p>As normal, we will not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness. This is already set out in the school attendance guidance but is especially important in the context of the pandemic and the COVID-19 vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, rather than a doctors' note. As usual, input from GPs will only be sought where there are complex health needs or persistent absence issues.</p> <p>We will provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around COVID-19.</p> <p>We will keep a record of this activity but do not need to record it in the attendance register.</p> <p>We will also offer pastoral support to pupils who are: self-isolating or vulnerable</p> <p>Where pupils are not able to attend school, as they are following clinical or public health advice related to COVID-19, the absence will not be penalised.</p>
<p><b>Pupils and families who are anxious about return to school</b></p> <p>It is likely that some pupils, parents and households may be reluctant or anxious about attending school. This may include pupils who:</p> <ul style="list-style-type: none"> <li>• have themselves been shielding previously but have been advised they no longer need to shield</li> <li>• live in a household where someone is clinically vulnerable (CV) or CEV (including young carers)</li> <li>• are concerned about the possible increased risks from coronavirus (COVID-19) such as those who have certain conditions such as obesity and diabetes</li> </ul>	<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. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies.</p>
<p><b>Pupils abroad who are unable to return</b></p> <p>You should continue to work with local authorities to engage with families who are abroad to understand the child's circumstances and their plans to return.</p> <p>You should encourage families to return where they are able to, emphasising the benefits of regular school attendance and reminding them that school attendance is mandatory.</p>	<p><b>Remote education</b></p> <p>Where we are able to do so, we will provide remote education for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</p> <p><b>Travel and quarantine</b></p> <p>All pupils travelling to England must adhere to government travel advice and parents should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.</p> <p>Those arriving from a 'red list' country, or have transited through one in the past 10 days, must quarantine in a government approved facility with a parent or legal guardian rather than at home.</p>
<p><b>Action for all schools and local authorities</b></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><b>We will</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- 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</li> </ul>

	<p>families who will need additional support to secure pupils' regular attendance</p> <p>- 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> <p><b>School response:</b></p>
<p><b>School workforce</b></p>	<p>The expectation is that those staff not attending school who are still able to work should do so from home where possible. Some roles, such as some administrative roles, may be conducive to home working, and our school will consider what is feasible and appropriate.</p> <p>All staff will follow the system of controls to minimise the risks of transmission. Following the system of controls will reduce the risks to all staff significantly. We will explain to staff the measures you are putting in place to reduce risks and will discuss any concerns individuals may have.</p> <p>Since the 1 April, those who are clinically extremely vulnerable (CEV) are no longer advised to shield. Updated advice is for the group to continue taking extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. Staff who are CEV are advised to work from home where possible, but can attend their place of work if they cannot work from home.</p> <p><b>Staff who are clinically vulnerable (CV)</b> CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.</p> <p>Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.</p> <p><b>Pregnancy</b> Our schools will follow the specific guidance for pregnant employees because pregnant women are considered CV. In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice.</p> <p>A workplace risk assessment will consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers.</p> <p>If we are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, we will check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <p>Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, will be included and managed as part of the general workplace risk assessment.</p> <p>We will take appropriate sensible action to reduce, remove or control the risks. As part of our risk assessment, we will consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.</p> <p>We are aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch COVID-19. This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch COVID-19.</p> <p><b>Staff who may otherwise be at increased risk from COVID-19</b></p>

	<p>Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from COVID-19. Staff who feel they may be at increased risk but who have not been identified as clinically extremely vulnerable can attend school as long as the system of controls set out in this guidance are in place</p> <p>Staff who live with those who may have comparatively increased risk from COVID-19 can attend the workplace where it is not possible to work from home.</p>
<p><b>Supporting staff</b> 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 <a href="#">extra mental health support for pupils and teachers</a> is available.</p> <p>The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>	<p>Governing boards and school leaders will be mindful 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><b>School response:</b></p> <ul style="list-style-type: none"> <li>All information will be shared with staff in a transparent way ahead of implementation so that staff can be part of the planning process and can give feedback.</li> <li>Feedback will be listened to and acted upon if necessary.</li> <li>Lines of communication will be maintained to ensure well being of all.</li> <li>Any concerns to be shared with the Headteacher of a member of SLT.</li> <li>Counselling service available from SAS (Insurance providers)</li> <li>Coaching sessions available for staff</li> </ul>
<p><b>Staff deployment</b></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 from 8<sup>th</sup> March. We will discuss and agree any changes to staff roles with individuals.</p> <p><b>School response:</b> Where possible we will maintain staff in bubbles but this will be flexible considering the needs of the school. Where staff are deployed to a different classroom discussion will take place to ensure transparency.</p>
<p><b>Deploying support staff and accommodating visiting specialists</b> 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><b>Recruitment</b></p>	<p>Recruitment processes will continue as usual.</p>
<p><b>Supply teachers and other temporary or peripatetic teachers</b> Schools can continue to engage supply teachers and other supply staff during this period</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 school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</p> <p>The guidance for supply teachers also applies to other temporary staff working in in our school 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><b>School response:</b> Premier Sport Dance</p>

	See above
<b>Expectation and deployment of ITT trainees</b>	ITT trainees can continue to go into their host school on placement. Trainees who go to their placement will be offered coronavirus (COVID-19) testing in the same way other school staff are. They are expected to follow all control measures put in place by our school.
<b>Performance management and appraisal</b>	<p>We will continue to follow the school teachers' pay and conditions document. All pay progression for teachers is linked to performance management.</p> <p>If necessary we would consider adapting performance management and appraisal arrangements to take account of the current circumstances, particularly where these have had an impact on the ability of the teacher to meet fully their objectives.</p> <p>Teachers will not be penalised during the appraisal process or any subsequent pay progression decisions because of the decision to restrict pupil attendance at schools.</p> <p>We will continue to carry out any appraisals and performance management for support staff in accordance with the employee's contract of employment.</p>
<p><b>Staff taking leave</b> Staff will need to be available to work in school during term time.</p> <p>There is a risk that where staff travel abroad for a legally permitted reason, their return travel arrangements could be disrupted due to coronavirus (COVID-19) restrictions and they may need to quarantine on their return.</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>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><b>School response:</b></p> <p>Informal conversations with staff about holiday arrangements to see if plans need to be made.</p>
<p><b>Other support</b> Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly 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 <a href="#">keeping children safe in education</a></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><b>School response:</b></p> <p>volunteers to be in school working with one bubble in a designated area, 2m social distancing, volunteer training to take place as part of induction, volunteers to take Lateral flow testing before coming into school</p>
<p><b>Safeguarding</b></p> <p>Schools must continue to have regard to the statutory safeguarding guidance keeping children safe in education.</p> <p>You should consider revising your child protection policy to reflect the return of more pupils. This should be led by your designated safeguarding lead.</p> <p>As children return try to give designated safeguarding leads and their deputies more time to:</p> <ul style="list-style-type: none"> <li>• support staff and pupils with new safeguarding and welfare concerns</li> <li>• handle referrals to children's social care and other agencies where appropriate</li> </ul>	<p><b>School response:</b></p> <p>Safeguarding policy was reviewed September 2020.</p> <p>Creating position of Family Liaison Worker to support DSL with role of Safeguarding.</p>

<p>The designated safeguarding lead should continue to co-ordinate with children’s social care, the local three safeguarding partners and other agencies and services to identify harm and ensure children are appropriately supported. They should speak to school nurses who have continued virtual support to pupils who have not been in school.</p>	
<p><b>Catering</b></p>	<p>Our school catering facilities will be fully open.</p> <p>Our catering staff will follow the guidance for food businesses on coronavirus (COVID-19). We will also continue to provide free school meal support to pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</p> <p><b>School response:</b></p> <p>See Love Food risk assessments</p>
<p><b>Estates</b></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. 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 individual schools, based on their particular circumstances.</p>	<p>Statutory compliance risk assessments will be undertaken as usual.</p> <p>School response:  <b>There is no need for class sizes to be adjusted from the usual size.</b></p>
<p><b>Educational visits</b></p> <p>We recognise the significant benefits of educational visits for children’s educational development, as well as their mental health and wellbeing. We are taking steps to allow pupils to enjoy visits in line with the government’s roadmap.</p> <p>The roadmap is driven by data, not dates. The government will only move from one step to the next when it is safe to do so and based on 4 tests.</p> <p>For that reason, all dates are indicative and subject to change. This advice has now been updated to reflect the Prime Minister’s announcement regarding Step 3. Advice will continue to be updated in line with the roadmap.</p> <p>Any educational day visits must be conducted in line with relevant COVID-secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</p>	<p><b>Educational day visits</b></p> <p>In line with the roadmap, schools were able to resume educational day visits from 12 April.</p> <p>We will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, we will consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. You will consult the health and safety guidance on educational visits when considering visits.</p> <p><b>Domestic residential educational visits</b></p> <p>In line with the roadmap, schools can undertake domestic residential education visits, from 17 May.</p> <p>Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time.</p> <p>We will keep children within their consistent groups (bubbles) for the purpose of the visit.</p> <p><b>Risk assessment for residential educational visits</b></p> <p>Annex C in the guidance sets out the conditions that should be met when we plan and undertake a residential educational visit.</p>
<p><b>Transitional, taster and open days</b></p>	<p>You will complete a thorough risk assessment before running transitional, taster and open days to ensure that they are run in line with our system of controls and align with the advice contained within this guidance and the roadmap out of lockdown.</p>
<p><b>School uniform</b></p> <p>We would encourage all schools to maintain their usual uniform policies. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</p> <p>Uniforms do not need to be cleaned:</p>	<p>Our school will maintain our usual uniform policy.</p>

- more often than usual
- using different methods

Think about how you will manage pupil non-compliance. Taking a mindful and considerate approach may help parents who have difficulty obtaining uniform items or are experiencing financial pressures.

Increased ventilation may make school buildings cooler than usual over the winter months. Consider allowing pupils to wear additional items of clothing in addition to the school's current uniform. Where this occurs, no extra financial pressure should be placed on parents.

**Wraparound provision and extra-curricular activity**

**Wraparound provision and extra-curricular activity**

**School response:**

We are working to resume all your before and after-school activities and wraparound childcare for our pupils.

All parents may access wraparound and extra-curricular provision for their children, without any restrictions on the reasons for which they may attend.

We will continue to work closely with any external wraparound providers to minimise mixing between children. This can be achieved by taking steps such as trying to keep children in consistent groups.

When wraparound childcare or extra-curricular activities are outdoors, this can happen in groups of any number.

However, until 17 May (in line with Step 3 of the roadmap) if the provision is taking place indoors, and it is not possible to group children in the same bubble as they are in during the school day, we will keep children in consistent groups of no more than 15 children and at least one staff member.

From 17 May, in line with the commencement of Step 3 of the roadmap, where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number.

However, it remains important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time. Smaller groups will be considered when it is not possible to do this.

Where parents are using external childcare providers or out of school extra-curricular activities for their children, we will also:

- advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible.
- encourage them to check providers have put in place their own protective measures send them the link to the guidance for parents and carers

**Curriculum**

We will ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress.

The key principles that underpin DFE advice on curriculum planning are as follows:

- education is not optional - all pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life
- the curriculum remains broad and ambitious - all pupils continue to be taught a wide range of subjects.

**Key curriculum expectations**

Informed by these principles, we will meet the following key curriculum expectations.

**Teach an ambitious and broad curriculum in all subjects**

Where appropriate, teaching time will be prioritised to address the most significant gaps in pupils' knowledge.

We will ensure that curriculum planning is informed both by an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, we may need to make substantial modifications to our curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems.

We can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure. We may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which may deprive pupils of the knowledge and cultural capital they need to succeed in life.

**For pupils in Reception, disapplication of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full.**

You may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if you think this would support your children following time out due to COVID-19. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.

For Reception, consider how all groups of children can be given equal opportunities for outdoor education.

**Key Stages 1 and 2**

For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum for pupils to read widely, developing their knowledge and vocabulary.

You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including:  
 sciences  
 humanities  
 music and the arts  
 physical education and sport  
 religious education  
 at Key Stage 2, languages

**Specific school response:**

Teachers will use formative assessment strategies to identify what was taught well. This information will be used to adapt plans to ensure that children have time focusing on key skills and building blocks e.g. phonics, number, reading, writing and the 5Rs.

Foundation subjects have continued to be taught during lockdown and long term plans will remain the same, however there may be slimmed down content to ensure time to focus on missed areas. At all times children will be taught a wide range of subjects through an ambitious curriculum.

**Remote education**

A previous expectation for schools to publish information about their remote education provision on their website has now become a legal duty

Our school has published its Remote Learning Offer on our website.

**Music, dance and drama in school**

You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.

Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts.

Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.

**Performances**

If planning an indoor or outdoor face-to-face performance in front of a live audience, we will follow the latest advice in the working safely during COVID-19 in the performing arts guidance, which provides details of how to manage audiences as well as carry out performing arts safely.

**Singing, and playing wind and brass instruments in groups**

Singing, wind and brass playing will not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained. We will follow the government's published advice on safer singing.

**Playing outdoors**

Playing instruments and singing in groups will take place outdoors wherever possible.

**Playing indoors**

If indoors, we will use a room with as much space as possible, for example, larger rooms, rooms with high ceilings are expected to enable dilution of aerosol transmission.

If playing indoors, we will limit the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation.

**Social distancing**

In the smaller groups where these activities can take place, we will observe strict social distancing between each singer and player, and between singers and players, and any other people such as

	<p>conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils will use seating where practical to help maintain social distancing.</p> <p><b>Seating positions</b> Pupils will be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. We will position wind and brass players so that the air from their instrument does not blow into another player.</p>
<p><b>Physical Activity in school</b></p>	<p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in our system of controls.</p> <p>Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>We will hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within our own system of controls.</p> <p>For sport provision, outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way in which people breathe during exercise.</p> <p><b>Our school can work with external coaches, clubs and organisations for curricular and extra-curricular activities when are satisfied it is safe to do so.</b></p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel will help pupils to be physically active while encouraging physical distancing.</p> <p><b>Indoor and outdoor competition between different schools can take now place.</b></p>
<p><b>Behaviour</b> Schools should consider reviewing their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.</p>	<p><b>School response:</b> School behaviour policy is running in full Team points being given out and Golden Play reinstated.</p>
<p><b>Pupil wellbeing and support</b> Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.</p> <p>Consider using pastoral and extra-curricular activities to:</p> <ul style="list-style-type: none"> <li>• support the rebuilding of friendships and social engagement</li> <li>• address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>• support pupils with approaches to improving their physical and mental wellbeing</li> </ul> <p>You may also need to provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible.</p>	<p><b>School response:</b> <b>Wellbeing team continue to meet to review neds of individual children and ensure correct support is identified provided.</b></p>

## Ofsted Inspection

It is intended that Ofsted will resume its full programme of routine, graded school inspections in September 2021. During the summer term, Ofsted is restarting some onsite inspections under its Education Inspection

Framework. Ofsted has published an updated school inspection handbook and section 8 inspection handbook which take account of the challenges raised by COVID-19.

### **Primary assessment**

The DfE have cancelled the statutory Key Stage 1 and Key Stage 2 tests and key teacher assessments planned for summer 2021, including the Key Stage 2 tests in reading and mathematics.

Schools should continue to use assessment during the summer term, using past test papers if they wish. This will inform teaching, enable staff to give information to parents on their child's attainment in their annual report, and support transition to secondary school. The DfE are planning for a full programme of primary assessments to take place in the next academic year.