



HAWTHORNS
SCHOOL

COVID-19 Operational Guidance

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KEY PRINCIPLES

Our work at Hawthorns School is always underpinned by our aim to empower pupils to reach their full potential and to be prepared for a fulfilling and meaningful future. We believe that with Determination, Resilience, Enthusiasm, Aspiration and Motivation, our pupils will Succeed. We have worked together to create a set of four key principles that will guide our whole school community through the COVID-19 pandemic.

Principle One: We Provide Great Environments, for learning and for working.

1. Ensure school is, looks and feels safe, friendly and welcoming
2. Limit the number of rooms in use and deep clean each day
3. Reduce footfall around school and use alternative entrances and exits
4. Identify rooms that are clean and used using a coloured card system
5. Staggered lunchbreaks and playtimes
6. Risk assessments are completed and reviewed with staff and partners
7. Daily liaison with our site teams to ensure that our building is safe
8. Isolation room to be provided should anyone display symptoms
9. Provide emotional support to all
10. Cleaner working throughout the school day
11. Only open if we judge the level of risk is low enough to do so



Principle Two: Our Pupils are as Safe as Possible

1. Pupils to feel loved and welcome
2. We take the time to listen to our pupils
3. Ensure adequate staffing
4. Good hygiene measures and social distancing promoted and taught
5. Staff to work with the same pupils every day
6. Recovery curriculum in place
7. Emotional health and wellbeing sessions to take place regularly

Principle Three: Our Staff are as Safe as Possible

1. Induction for new ways of working and new protocols for all staff
2. Ensure adequate staffing
3. Promote test and trace where required
4. Individual Risk Assessments are in place for our most vulnerable staff
5. Staff to work with the same pupils every day
6. PPE provided where needed
7. Good hygiene measures and social distancing for staff followed
8. Follow HR risk assessment
9. HR colleagues always available to support our staff team

Principle Four: We'll Work Together with Pupils and their Families

1. Be open and transparent with our pupils and their families
2. Ask what they think, listen to what they tell us and take action. Their views are important!
3. Provide opportunities to be together in the virtual and real world using social media, events, telephone calls and letters





RISK ASSESSMENTS

As a response to the COVID-19 pandemic, leaders of the school have worked closely with Tameside LEA Health and Safety Advisors (CFS) to produce all COVID- 19 School Risk Assessments. This is to ensure that we are implementing protective measures in our education setting (school). These have been submitted to the DfE and unions.

DfE guidance sets out checks that need to have taken place within special schools if they have been entirely closed since the start of the pandemic. This does not apply to us here at Hawthorns School.

The DfE has advised schools to make it clear to school staff and parents what our expectations are about cleaning and hygiene and we would expect staff to be modelling this to our pupils. We have done this through parent forums /questionnaires /telephone conversations.

Cleaning products are available in each classroom and around school to ensure the promotion of hand washing and wiping down of used equipment.

A coded system for shared spaces allows cleaning staff to know which rooms have been used and require cleaning during the lunch period.

Enhanced school cleaning- there will be extra attention to hand contact points, surfaces and toilet spaces will be cleaned throughout the school day. Specific PPE requirements and associated risk assessments have been implemented and all staff have been briefed on cleaning protocols.

Further Reading

<https://www.gov.uk/government/publications/safe-working-in-education-child-careand- childrens-social-care/safe-working-in-education-childcare-and-childrens-social care- settings-including-the-use-of-personal-protective-equipment-ppe>

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-forschools- and-other-educational-setting>

GROUPING AND GROUP SIZES

As a response to the COVID-19 pandemic, our groupings have been temporarily reduced to help reduce risks to staff and pupils. It is vital that we focus on individuals' safety in light of real or perceived risk caused by recent events.

We will call our temporary groups bubbles, the number of staff and pupils in each bubble will not exceed the number that government guidance would allow, unless in an emergency. The make-up of each bubble will be informed by pupils' needs and their age. We will also base them around the current class groupings where possible.

There will always be at least one member of staff who knows the pupils in the bubble, this is to promote stability and strengthen relationships. Bubbles will access other parts of the school, such as outdoor learning spaces and the dining room in their bubbles. This will be done in a controlled way to reduce the unnecessary mixing of pupils and staff.

There are provisional measures in place in case of staff sickness. Staff needing to work in a new bubble will remain 2m away from children if they've been in contact with other children during that week; otherwise they will follow regular guidance.

Learning Together, Learning for All,



RECOVERY CURRICULUM

As a response to the COVID-19 pandemic, our curriculum delivery has been temporarily reshaped to ensure the safety and recovery of our whole school community. It is vital that we focus on individuals' wellbeing and mental health in light of real or perceived trauma caused by recent events.

Before the lockdown and the vast majority of pupils began to stay at home, our teachers began to plan for educational life during and immediately after the school's partial closure.

Work has continued to build on and develop this framework into a temporary curriculum. It uses the underpinning principles of Barry and Matthew Carpenter's approach, The Recovery Curriculum.

All staff at school agree and accept that the COVID-19 pandemic will impact all our lives. We all have a first-hand lived experience, that will impact our thoughts, feelings and behaviours.

We have been thinking about what it will be like for each and every one of our pupils, at whatever age, stage or ability level on the day they walk through the classroom door.

We recognise that pupils will not simply pick up the curriculum at exactly the same point at which they left it on their last day at school. Too much has happened.

All staff will listen and observe what the pupils are saying and communicating. We'll shape their curriculum experience accordingly and make a record of the impact of this for all pupils.

Our recovery curriculum is built on four levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. It will support staff to maintain the continuity of learning and promote reintegration, routine and nurture change.

LEVER 1- RELATIONSHIPS

We can't just expect our pupils to return joyfully, and many of the relationships that were thriving may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion any discomfort of returning.

LEVER 2- BRIDGING THE GAP

We recognise that the curriculum has been based in the community for a long time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

All of our pupils will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting our pupils to heal any sense of loss.

In different places, pupils have been learning in different ways. We will make the skills for learning in our school environment explicit to our pupils to reskill and rebuild their confidence as learners.


LEVER 3- COMMUNICATION

Many children will not have used communication systems as families intrinsically know what their children want or need. Social communication pressures may have been eased or removed. We seek to encourage our children's voice and recognise the necessity to provide times to talk, share and make sense of it all.

LEVER 4- SAFETY AND SPACE

To be, to rediscover self and to find their voice on learning. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.





“The health, safety and wellbeing of our children, staff and families continues to be our number one priority as we return to school in September „

*-Pierre Coiffait
Head of School*

USING SPECIALIST ROOMS

As a response to the COVID-19 pandemic, our curriculum delivery has been temporarily reshaped to ensure the safety and recovery of our whole school community. It is vital that we focus on individuals' wellbeing and mental health in light of real or perceived trauma caused by recent events, while ensuring environments are safe for all members of the school community.

Alongside the changes to our curriculum, the manner in which the school operates has been altered as a response to COVID-19.

Some areas in school are no longer in use, some areas will have reduced equipment, there is new signage to support hygiene and social distancing and procedures are now in place to ensure regular cleaning can take place across the school day.

Classrooms being used by named bubbles will have access to an outdoor area. Bubbles will know how to enter and exit the school to and from their bubbles. Our pupils will continue to use their own allocated playground.

Rooms that are not in use will have clear signage to indicate that they are out of action.

Specialist rooms will have a card system to indicate if they have been used: a yellow card states that a room has not been used while a red card will indicate it has been used and therefore will need deep cleaning. Specialist rooms include the intervention room used by agencies supporting pupils in school, the cookery room and A Quiet Place for Emotional Wellbeing support.

Shared specialist spaces will be timetabled to enable appropriate cleaning between sessions and to continue to enhance our curriculum offer.

Creating Meaningful Futures

PUPIL LUNCHES

Lunchtimes provide opportunity for our learners to develop social skills, independence and to fuel up ready for the rest of the day! As a response to the current pandemic, our arrangements for lunches have been altered to reduce levels of risk in a variety of ways.

Most children will remain in their classrooms to eat their lunches. Staff will send orders to the kitchen each morning and one member of staff will collect lunches and equipment, including cutlery, cups and crockery for packed lunches at their bubble's staggered, specified times.

Tables will be disinfected before and after eating. This will be done by class staff.

All children will undertake supervised handwashing before eating. All equipment will be returned to the kitchen by one member of staff using a trolley or tray, to be boil washed in preparation for the next day. Pupils will have set places to eat their lunch.

Trays will be pre-organised by class staff to include cups and cutlery to reduce contact points. These will be placed on the child's table for collection.

“Eating a healthy, balanced diet is an important part of maintaining good health and can help you feel your best.” NHS UK



PUPIL BATHROOMS

As a response to the COVID-19 pandemic, our curriculum delivery has been temporarily reshaped to ensure the safety and recovery of our whole school community. It is vital that we focus on individuals' wellbeing and mental health in light of real or perceived trauma caused by recent events, while ensuring environments are safe for all members of the school community.

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Classrooms being used by named bubbles will have access to their own toilets. These have been identified as nearest to their class bubble or for the purpose of moving and handling for personal care requirements.

Good toilet hygiene and handwashing is paramount to limiting the spread of COVID-19.

We will continue to encourage good hygiene for all pupils who are using toilets.

Staff should supervise pupils using the toilets to support the message that good hand hygiene following use of the toilet is important, not only during COVID-19 but generally.

Staff should be modelling by physically or verbally supporting pupils to wash their hands correctly. Pupils should be encouraged to follow the good handwashing guidance in all toilets.

Staff should continue to disinfect the door handles inside and outside the door following each use. Disinfectant wipes and toilet seat sanitisers will be available for use by the supporting staff member.

In the event of a toilet accident, the toilet should be closed and the facilities manager informed.

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Learning for Life.*



PERSONAL PROTECTIVE EQUIPMENT (PPE)

There is generally no need to use personal protective equipment (PPE) when undertaking routine educational activities at any of our sites. The role of PPE is to provide additional protection to people from the transmission of infection, over and above standard hygiene measures. When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following government guidance on how to put PPE on and take it off safely in order to reduce self-contamination.

PPE cannot be expected to give a guarantee of full protection against COVID-19; additionally, if incorrectly used it can give a level of false reassurance and increased risk. Therefore, it is essential that all staff using PPE receive appropriate training in putting on (“donning”) and taking off (“doffing”) PPE using the posters and video provided, as well as through accessing the compulsory online Returning to Work training offer.

On all our sites, PPE should be worn as usual for situations in which it would usually be worn e.g.

1. intimate care
2. medical interventions
3. gastrostomy support
4. administration of medication
5. first aid
6. where there is a risk of fluids entering the body from others’ coughing, spitting or vomiting.

In addition, although it is not required at all times, it is appreciated that risk assessments may indicate that PPE would be safest in specific situations e.g. where there is a risk of fluids entering the body from others’ coughing, spitting or vomiting. A tailored risk assessment has been undertaken for each young person in our MAT that covers measures that can be put in place to enable staff to care for each pupil in the safest way. PPE will be provided for use with any pupil following specific risk assessments.

You should speak with your head of site or line manager if you have any queries at all regarding PPE. Please remember that PPE is only effective when combined with thorough, regular hand washing; respiratory hygiene; avoiding touching your face with your hands; and regular cleaning of surfaces.

Types of PPE available:

1. fluid-resistant surgical face masks (also known as Type IIR)
2. disposable gloves
3. disposable plastic aprons
4. eye protection (for example a face visor or goggles) if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting.

The list below is a guide to when PPE may be required:

1. Routine activities
 - a. No PPE is required when undertaking routine educational activities in bubbles.
2. Suspected coronavirus (COVID-19)
 - a. Gloves, aprons and a fluid-resistant surgical mask should be worn if a child or young person becomes unwell with symptoms of COVID-19 and needs direct personal care.
 - b. Eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting.
 - c. Gloves and aprons should be used when cleaning the areas where a person suspected of having COVID-19 has been.

Intimate care

- a. Gloves and aprons should be used when providing intimate care to a child or young person. This can include personal, hands-on care such as washing, toileting or first aid and certain clinical procedures such as assisted feeding.
 - b. Fluid-resistant surgical mask and eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting.
 - c. Gloves, fluid repellent gown, FFP3 mask and eye protection are indicated when undertaking aerosol generating procedures such as suction.
- Gloves and aprons should be used when cleaning equipment or surfaces that might be contaminated with body fluids such as saliva or respiratory secretions. If PPE is assessed as being necessary then this is not an option, it must be worn if recommended.

If face masks are worn they must:

1. cover both nose and mouth
2. not be allowed to dangle around the neck
3. not be touched once put on, except when carefully removed before disposal
4. be changed when they become moist or damaged
5. be worn once and then discarded - hands must be cleaned after disposal

The use of PPE within our sites is based on a clear assessment of risk, taking into account each individual setting and the needs of the individual young person. We already have risk assessment processes in place which will continue to be used to identify the need for the use of PPE. Following any risk assessment, where the need for PPE has been identified, it will be readily available and provided. All PPE worn must be disposed of in the YELLOW clinical waste bins after use.

Creating Meaningful Futures

FIRST AID AND HEALTH CARE SUPPORT

FIRST AID

As a first aider, in addition to high quality clinical skills, to be effective you need to:

- Be aware of the risks to yourself and others
- Keep yourself safe
- Give early treatment
- Keep yourself informed and updated
- Remember your own needs

In the current climate with the prevalence of the COVID-19 pandemic, these skills become even more important and here is how you can apply these skills when managing a first aid incident.

If you find someone collapsed, you should first perform a primary survey. Do not place your face close to theirs.

If you have established from this that they are unresponsive and not breathing, you should ask a helper to call 999 or 112 for emergency help while you start CPR. Ask a helper to find and bring a defibrillator, if available.

Before you start CPR, use a towel or piece of clothing and lay it over the mouth and nose of the casualty.

Follow the St John's Ambulance information provided to all first aiders by school.

Wear PPE where you can.



Follow the St John's Ambulance information provided to all first aiders by school.

Wear PPE where you can.

HEALTH CARE SUPPORT

The way we administer medication and feeds via gastrostomy and orally will not change. Staff will continue to wear aprons and gloves. They will also wear a face covering when they are very close to a pupil.

Face visors and water resistant masks will also be worn, in addition aprons and gloves, if a pupil has a lot of body fluid or is known to spit out medication.

Taking of temperatures:

Gloves, aprons and face coverings should be worn when taking a pupil's temperature.



COMMUNICATION

During this time of global uncertainty, we recognise more than ever the importance of transparent, supportive communication: for our colleagues, our families and our children.

Information will continue to be communicated as clearly as possible using our school's systems: CPOMs, ParentPay, our social media, website, email, post and telephone. In addition, we will be launching our new Parent Connect App in September. Details will follow in the near future.

We will provide clarity and reassurance where needed and will signpost to resources where helpful.

Families will receive regular contact through our social media pages and new parent app.

“A person's ability to communicate does not depend on the mastery of certain skills, but on our ability to listen”

- Joanna Grace

SAFEGUARDING

At Hawthorns School, the health, safety and wellbeing of every child is our first priority. We listen to our pupils and take seriously what they tell us. We take our safeguarding responsibilities very seriously. This means that we have ensured that everyone working in the school has successfully completed the necessary clearances and undertaken safeguarding training as part of their induction to enable them to work with pupils. Senior staff members are specifically trained in Child Protection procedures and are designated teachers for child protection. The leadership team are fully trained in delivering safeguarding training with a focus on safeguarding children with disabilities. We have a wide range of policies which ensure that we are in line with current safeguarding practices.

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Head of School and the SLT Lead on site. This will ensure that the concern is received. Staff are reminded of the need to report any concern immediately and without delay. Notifications will always be picked up by a member of the DSL team. There is always a member of the DSL team in school at all times.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Head of School or directly to the Local Authority Designated Officer (LADO).

If there is a requirement to make a notification to the Head of School whilst away from school, this should be done verbally and followed up with an email to the Head of School or directly to the LADO.



Learning Together

BEHAVIOUR AND PHYSICAL INTERVENTION

At Hawthorns School we aim to maintain a safe, caring and stimulating environment in which children and young people are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the COVID-19 pandemic, to make some adjustments for the safety of all pupils and staff.

We accept that behaviours are likely to have changed as a response to the pandemic. This may be seen through physical or emotional responses to situations and activities linked to returning back to school, remaining at home or returning to some altered routines and structures.

We acknowledge that pupils will have had a range of different experiences during the lockdown period, which may impact on their behaviour presentation at school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. school trip, class showcase.

Others may have experienced bereavement or loss or another, real or perceived, traumatic episode.

For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences, children may present with behaviour that is not usual. This may include:

Anxiety; lack of confidence

Challenging behaviour; fight or flight response

Anger; shouting, crying

Hyperactivity and difficulties maintaining attention

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BEHAVIOUR

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem.

We will continue to undertake an individual risk assessment for children and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

If necessary school will seek external support from other agencies such as Educational Psychologist, CAMHS, CRB specialists or Early Help.

PHYSICAL INTERVENTION

When faced with behaviours that challenge, de-escalation remains the first response.

Pupils should be given time to calm and the Recovery Curriculum in current use should allow time and space for pupils to de-escalate and calm.

When it becomes evident that a restrictive physical intervention will be necessary, we will ensure that this is for the shortest time possible as a protective measure for both staff and pupils, in line with their agreed behavioural plan.





PARENTAL RESPONSIBILITIES

The success of Hawthorns School is reliant upon the partnerships we have in place with our pupils and their families. Parents and carers are the experts in their children. It is vital that we continue to work in the best interests of our pupils.

Parents have been consulted and communicated with throughout this process in order to maintain the positive relationships between school and home.

Parents have agreed a set of responsibilities through our recent questionnaire to clarify their role during the response to COVID-19.

Parents have agreed to:

- Keep your child absent from school at the first sign of any illness and to inform school as soon as possible if you suspect your child has developed COVID-19 symptoms
- Inform the school as soon as possible if your child has developed any illness and will be absent from school
- Follow current PHE guidelines for self-isolation if your child or any family member falls ill with COVID-19 symptoms
- Collect your child immediately from school if he/she falls ill during school hours, or have emergency plans in place for an agreed contact to collect your child.
- Give school a usual temperature reading (sometimes normal body temperatures can be outside usual readings)
- Keep pupil belongings to a minimum, where possible 1 school bag containing personal care items, spare clothes and necessary school requirements containing no toys from home. This does not include your child's sensory resources such as chew buddies or fiddle toys but these should be clearly named.

Learning for Life

VISITORS TO HAWTHORNS SCHOOL

All pupils attending, or looking to attend, Hawthorns School have an Education, Health and Care plan. This will mean that there are a range of professionals and agencies working together to support a young person. Subsequently, Hawthorns School may have professionals visiting school.

Visiting professionals will be encouraged to call the school prior to arrival and will be signposted to school wash basins or use anti-bacterial gel dispensers on arrival and when exiting the building.

Visitors must be taken via the most direct route to the area they need to attend within school to reduce social contact. We will continue to operate a common sense approach to ensure the safety of all people in school.

Parents of children who wish to join Hawthorns School may need to visit school, this is welcomed. All visits must be arranged in advance and all appropriate measures must be taken.

Professionals visiting school will be guided by their own service recommendations in regard to the use of PPE whilst on site.

Meetings can be held at school (in our designated meeting room) which has been organised to accommodate social distancing. Meetings will also continue to be held virtually utilising MICROSOFT TEAMS to keep in contact with external support whilst maintaining appropriate social distancing.

Clinics may also take place, in set rooms with prior agreement, where it is safe to do so.



EDUCATION HEALTH CARE PLANS (EHCP'S)

All pupils attending Hawthorns School have an Education, Health and Care plan. This sets out the outcomes children are working towards across the four areas of need: Communication and Interaction, Cognition and Learning, Sensory/ Physical Development and Social, Emotional and Mental Health difficulties.

Since lockdown, the provision for children in receipt of an EHCP has had to change. Speech and language therapists, physiotherapists and occupational therapists may have been redeployed, meaning that specified provision cannot be met. The Government has changed Section 42 of the Children and Families Act for providers to make reasonable endeavours to meet the needs laid out in an EHCP.

All staff at school agree and accept that the COVID-19 pandemic will impact all our lives. We all have a first-hand lived experience, that will impact our thoughts, feelings and behaviours.

We recognise that pupils will not simply pick up the curriculum or learning towards their outcomes at exactly the same point at which they left it on their last day at school. Too much has happened.

Our recovery curriculum will be used as a vehicle to continue working towards Education Outcomes and provision will be discharged using our own reasonable endeavours to support learners to achieve and make progress while accounting for their overall wellbeing.

EHCPs will continue to be reviewed in partnership with families and other professionals led by our SLT.



KEEPING IN TOUCH

At Hawthorns School, the health, safety and wellbeing of every child is our first priority. Hawthorns School recognises that school is a protective factor for children and the current circumstances can affect the wellbeing of pupils and their parents/carers. It is also important that our pupils and their families remain connected to school as part of our whole school community.

Where pupils continue to self-isolate and shield at home, we still have a safeguarding duty of care to ensure that we keep in touch with pupils and their families. We will do this weekly by telephone, email or in person at least once a week and record it on CPOMS, using the COVID-19 Conversations tag.

Calls completed by, or at the direction of, the class teacher and must be made by 2pm every Tuesday.

These are read and processed by our Senior Leadership Team who then discuss any concerns with other senior leaders. Safeguarding concerns are picked up and the usual procedures are put in place as per our Child Protection Policy.

When contacting families, teachers should be aware of GDPR requirements. All contact details should remain confidential and should not be in hard copy form. Teachers and school staff should continue to use either a school phone to make contact or to use their home telephones to contact the families ensuring their personal contact details are kept confidential (dial 141 prior to making each call).

AIM:

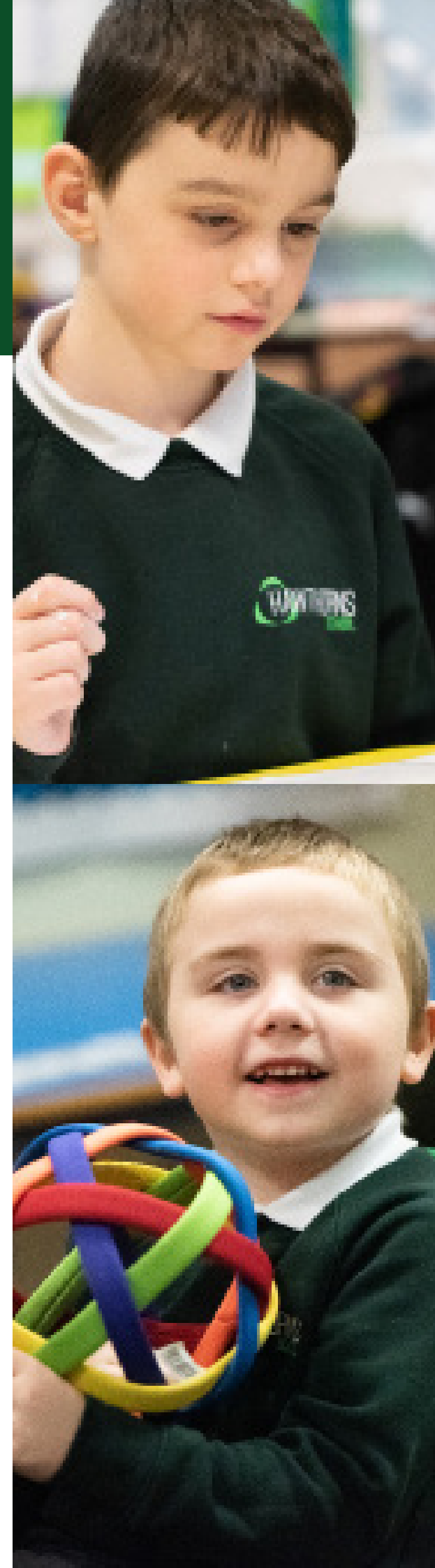
- Ensure all pupils/families have contact from staff, at least once per week.
- Where possible, learning/activities can continue at home through work provided.
- All vulnerable families have additional contact and support with any concerns reported and recorded.

We'll visit families at home too, this could be just to say hi or to offer some additional support. These visits could be undertaken by our classroom or pastoral teams.

We will also keep in touch with families using our new Parent Connect App.

Teachers will run live lessons using iPads, which will mean pupils can stay in touch with one another.

Creating Meaningful Futures



HOME LEARNING

As a response to the COVID-19 pandemic, our curriculum delivery has been temporarily reshaped to ensure the safety and recovery of our whole school community. It is vital that we focus on individuals' wellbeing and mental health in light of real or perceived trauma caused by recent events. We must also recognise the needs of the members of our school community that remain at home.

Before the lockdown and the vast majority of pupils began to stay at home, our teachers began to plan for educational life during and immediately after the school's partial closure - this included the provision of home learning.

Work has continued to build on and develop this framework into a temporary curriculum for learners both in school and at home. It uses the underpinning principles of Barry and Matthew Carpenter's approach, The Recovery Curriculum. All staff at school agree and accept that the COVID-19 pandemic will impact all our lives.

We have been thinking about what it will be like for each and every one of our pupils, at whatever age, stage or ability level as they return to school or continue shielding at home.

We are committed to providing a robust learning experience for all Hawthorns School pupils and to ensuring they remain a planned for, important part of our community.

In the event of illness or a further lockdown, learning materials will be personalised to each curriculum cohort and families will be supported with additional resources to best accommodate learning, while also focusing on wellbeing and positive mental health. Home Learning will be implemented via our iPad 1:1 scheme.

*Learning Together, Learning for All,
Learning for Life.*



RESPONDING TO ILLNESS

(COVID AND NON-COVID RELATED)

As a response to the COVID-19 pandemic, our first aid and illness response has been temporarily reshaped to ensure the safety and recovery of our whole school community. It is vital that we focus on individuals' physical wellbeing and mental health while ensuring environments are safe for all members of the school community.

We will continue to monitor the physical health of all our children and young people.

We recognise the need to take the necessary precautions to ensure that every reasonable step is taken to keep all pupils and staff safe when at Hawthorns School.

Staff are aware of the symptoms of COVID-19. If a pupil develops any of these symptoms (temperature, cough, complains of loss of taste or smell, aches and pains) or displays with health concerns that are not usual for that child, school will immediately isolate the child.

There is one isolation room in school. The rooms contain full PPE equipment. One person should stay with the child for the duration of the time it takes for the pupil to be collected.

A member of senior leadership will be consulted and parents will be called to collect their child.

Following collection, the room should be locked and a sign placed on the door to indicate that a deep clean is needed.

Where possible, the pupil should be encouraged to follow COVID-19 distancing and hygiene practices.

STAFF ILLNESS

In the event of staff illness, the staff member should follow the same guidance to isolate and vacate the school premises as soon as the symptoms begin. Staff should follow the usual staff absence procedure if symptoms begin at home.

Pupils and staff will need to self-isolate at home for 7 days unless a negative test result has been given.

If a positive test is returned, the bubble will be disbanded for 14 days, with all members of the bubble being required to self-isolate for 14 days.

In addition to current government guidance around COVID-19, the school will continue to ask that parents keep their children at home if they show any of the following symptoms as detailed by the Public Health Agency:

Diarrhoea and vomiting

Respiratory infections

Rashes and skin infections

Other infections or general illnesses

Where possible, we will continue to remain two metres away from pupils and other staff. We will continue to model the positive social distancing model linked to COVID-19 and social distancing.



SUSPECTED AND CONFIRMED COVID

By staying alert we will be able to control the virus. We will follow Public Health and Education Guidance. We will work with pupils, parents and staff to manage any suspected case of COVID-19 effectively.

When a child, young person or staff member develops symptoms compatible with COVID-19, they should be sent home and advised to self-isolate for 7 days and arrange to have a test to see if they have COVID-19. They can do this by visiting NHS.UK to arrange or contact NHS 119 via telephone if they do not have internet access.

Their fellow household members should self-isolate for 14 days. All staff and pupils who are attending an education or childcare setting will have access to a test if they display symptoms of COVID-19 and are encouraged to get tested in this scenario.

Where the child or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation upon providing proof of a negative test to school.

Where the child or staff member tests positive, the rest of their bubble would be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.

As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise school on the most appropriate action to take.

“We are extremely proud of how our children have coped during this period of extended school closure. We look forward to welcoming everyone back to school and to having our Hawthorns family back together again,,

*-Pierre Coffait
Head of School*

Creating Meaningful Futures

TEST AND TRACE

All pupils eligible to attend school, and members of their households, will have access to testing if they display symptoms of COVID-19. This will enable them to get back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative. Parents will have a number of routes to access testing for them and their children.

If you have been tested, you will be contacted by the NHS.

NHS Test and Trace will contact you by email, phone or text. Text messages will come from the NHS and calls will come from 0300 0135000

Children under 18 will be contacted by phone wherever possible and asked for their parent or guardian's permission to continue the call.

You'll be asked to sign in to the Test and Trace contact tracing website at <https://contact-tracing.nhs.gov.uk>.

If you cannot use the contact tracing website, they will call you.

Important

The NHS Test and Trace service will not:

- ❑ ask for bank details or payments
- ❑ ask for details of any other accounts, such as social media
- ❑ ask you to set up a password or PIN number over the phone
- ❑ ask you to call a premium rate number, such as those starting 09 or 087





STAFF LUNCHES

As a response to the COVID-19 pandemic, staff lunches and routines have been temporarily reshaped to ensure the safety and recovery of our whole school community.

We are requesting staff use a common sense approach during lunch times.

Leaders have allocated the use of a staff room to enable promotion of good social distancing and time out.

We would ask that all staff are responsible for cleaning work surfaces and any equipment used and keep all areas hygienic and tidy.

The time pupils have lunch will remain the same, however most pupils will eat within their designated bubble area. Therefore, class staff will need to discuss how this will be staffed and allocate staff lunches accordingly, ensuring sufficient staffing is available both to support feeding and outside play.

If staff wish to leave the school premises during their lunch break, we would expect that they observe social distancing and upon return they wash their hands straight away.

Catering staff have been involved in discussions about how meals will be served and there are sufficient catering staff.

*Learning Together, Learning for All,
Learning for Life.*

STAFF TOILETS

As a response to the COVID-19 pandemic, our curriculum delivery has been temporarily reshaped to ensure the safety and recovery of our whole school community. It is vital that we focus on individuals' wellbeing and mental health in light of real or perceived trauma caused by recent events, while ensuring environments are safe for all members of the school community.

Alongside the changes to our curriculum, the manner in which the school operates has been altered as a response to COVID-19.

Some areas in school are no longer in use, some areas will have reduced equipment, there is new signage to support hygiene and social distancing and procedures are now in place to ensure regular cleaning can take place across the school day.

As usual, staff will have access to all adult toilets.

Staff should continue to leave the toilets clean after their use. Disinfectant should be used to clean the seat, toilet handle and door handles inside and outside following use of any toilet. Disinfectant and toilet seat sanitiser will be located in each toilet.

We will continue to follow good handwashing procedures as required to minimise the spread of COVID-19 within our school community.

STAFF TOILETS

Good toilet and handwashing hygiene is paramount to limiting the spread of COVID-19.

We will continue to encourage good hygiene for all staff using all staff toilets.

In the event of illness, the toilet should be locked and a sign placed on the toilet door clearly to say that the room is out of action. This should be reported to the facilities manager.

The cleaner on duty during the day will check and clean the toilets. All toilets are deep cleaned at the end of each day.



Creating Meaningful Futures

STAFF SUPPORT AND WELLBEING

Working during coronavirus presents new pressures to staff within our school. We have taken steps to review and reduce workload by looking at our priorities during this time. Staff wellbeing is more important than ever before. Before the number of pupils attending school decreased, staff developed a list of priorities for our school. Many of these are now at the heart of our COVID Key Principles.

Some staff will want to work to keep themselves busy, while others may feel a little more anxious because they have families to care for. We understand each staff member is different and some may feel unable to uphold the normal expectations of their role, but as leaders we have supported staff to prioritise what to do. Wellbeing contact happens regularly and leaders have created new systems to support staff.

Weekly staff meetings are provided to all staff either face to face or virtually, these have helped to maintain structure. They have provided an opportunity to collaborate with staff with planning our return to school life and weekly briefings have been sent out to all staff.

We buy into a private health care scheme (Westfield Health) to support staff wellbeing. We also have a Wellbeing Action Plan. The Wellbeing Action Plan is a personalised and practical tool for use by all staff in our school. It can be used to help employees identify what keeps them mentally well at work, what causes issues or stress and issues can be addressed as they arise.

As always, our staff are always able to talk to senior leaders or HR representatives at any time.



PARENT INFORMATION

DROP OFF AND PICKUP

To ensure staff, pupil and parent safety, we have staggered the arrival and departure of pupils. Minibuses will arrive from 8.45am and class staff will take pupils from Gate B straight to class. Parents bringing pupils will arrive at their allocated time from 8.55am to 9.15am at Gate A and class staff will escort them to class.

Departure of pupils on minibuses will be from 2.45pm and pupils collected by parents from 2.55pm-3.15pm. Parents may wait socially distanced outside their child's allocated exit door. Senior staff will be outside daily to support with arrivals and departures. If pupils arrive late, parents are requested to bring them to the main reception door.

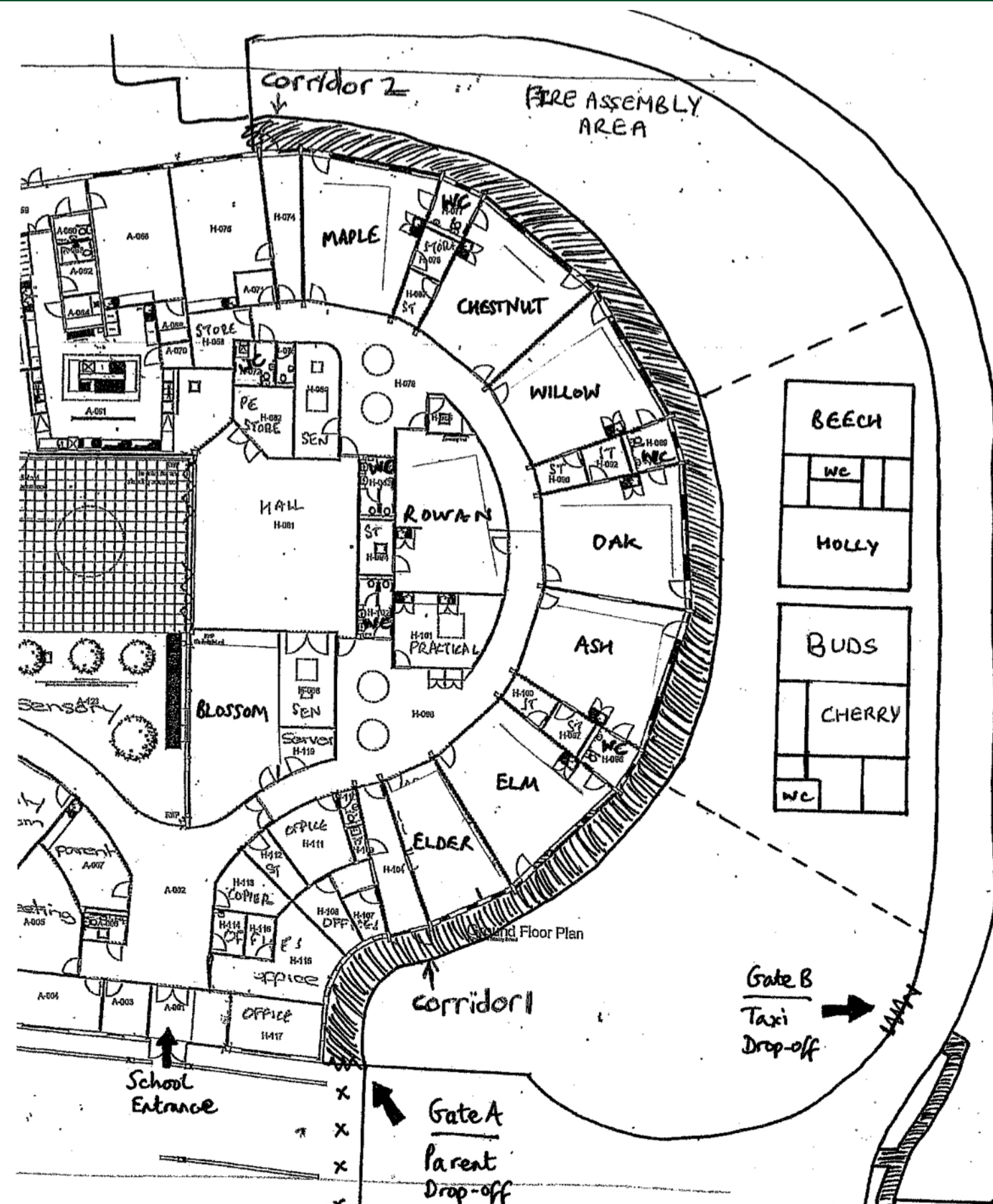
A member of staff will be outside to sign in any pupil medication on the first day.

Please be aware that you won't be able to enter the school building unless you have a pre-arranged appointment (any such meeting will be held with everyone at a safe distance).

Please ensure when dropping off medication that it is clearly labelled and still in the original packaging from the GP, clearly showing the child's name, the name of the medication and the dosage/administration times. If you need to sign a permission form, make arrangements with school to come in and do this, or wait until all of the children have been brought into the school safely.

SCHOOL MAP AND FIRE

ASSEMBLY MAP





This booklet provides an overview of the Hawthorns School COVID Protocols. If you would like to discuss this information further, we can arrange for a member of the team to contact you.

Telephone

0161 370 1312

Email

admin@hawthorns.tameside.sch.uk

