

Protocols and Procedures - Full Opening

In line with the [Department for Education's](#) instruction, it is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term – Monday 7th September.

Our planning is underpinned by the Department for Education's advice on effective infection protection and control which states the following:

“We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

1. a requirement that people who are ill stay at home
2. robust hand and respiratory hygiene
3. enhanced cleaning arrangements
4. active engagement with NHS Test and Trace
5. formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible”

Many of the protocols and procedures that were implemented during the summer term will remain the same in the autumn term with the expectation that they will further embed so that children who did not attend in the summer term will themselves adopt the measures also.

All protocol and procedures are aligned to our Risk Assessment. It is a legal requirement to review and update the previous risk assessment.

The following plan outlines relevant details from the government's guidance with further detail about how Rackham will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can't negate them entirely.

“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. 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”.

Within the government guidance, the systems of control that schools should adopt are clearly listed. This document will outline those systems of control and how Rackham has made them appropriate to our specific context and circumstance.

SYSTEM OF CONTROLS

This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.

Prevention:

- 1. minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school**
- 2. clean hands thoroughly more often than usual**
- 3. ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach**
- 4. introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach**
- 5. minimise contact between individuals and maintain social distancing wherever possible**
- 6. where necessary, wear appropriate personal protective equipment (PPE)**

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances. Number 6 applies in specific circumstances.

Response to any infection:

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

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

Numbers 7-9 above may require school to share pupil/parent contact information with public health officials.

This sharing of information is permissible under current law and is in line with data protection guidance covering schools.

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

Prevention	
Considerations:	Actions:
<p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</p>	<p>If a member of staff, pupil, parent or any other adult shows symptoms of Coronavirus or they have tested positive within the last 10 days, they are not to attend school. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the autumn term.</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room/area that the child utilised will be immediately cleaned and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace. PPE and “isolation packs” are available from the School office.</p> <p>There will also be a designated toilet assigned to children who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The designated isolation spaces/toilets are as follows;</p> <ul style="list-style-type: none"> ● LS Family room ● Outside toilet

	<p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p> <p>Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.</p> <p>Cases of COVID-19 should be reported to the Public Health England - East of England Health Protection Team by telephone: 0300 303 8537. Out of hours for health professionals only 01603 481 221. Email: EastofEnglandHPT@phe.gov.uk; phe.EoEHPT@nhs.net</p>
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Prevention	
Considerations:	Actions:
<p>2. Clean hands thoroughly more often than usual.</p>	<p>Adults and children are to wash their hands on the following occasions:</p> <ul style="list-style-type: none"> ● Entry to school ● Before/after break times ● Before lunch ● When they change rooms ● Before leaving school ● Anytime that they visit the toilet or cough/sneeze into their hands. <p>Additional hand sanitisers pumps have been purchased and are stationed at appropriate points in school as well as additional hand sanitisers in all classrooms. There are also hand sanitisers at the reception desk for visitors and staff upon arrival and the photocopying area for increased hygiene as a ‘pinch point’ in the school.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year during autumn term when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.</p>

Prevention	
Considerations:	Actions:
<p>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p>	<p>During the autumn term, children will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown into the bins in each classroom and their hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This is not a reason to deny these pupils face-to-face education.</p>

Prevention	
Considerations:	Actions:
<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</p>	<p>At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment. It will be stored appropriately within the classrooms.</p> <p>Children should be allowed to go to the toilet as they would do on a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the government guidelines: (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-health-care-settings). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</p>

Prevention	
Considerations:	Actions:
<p>5. Minimise contact between individuals and maintain social distancing wherever possible.</p>	<p>The purpose of 'bubbles' is to minimise contacts and mixing between people, reducing the transmission of coronavirus. We will do everything we can to maintain this whilst still delivering a broad and balanced</p>

curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.

Grouping the Children

There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.

The DfE guidance reads as follows:

“In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.”

In order for Rackham to be able to offer a curriculum that is best-placed to support ‘catch-up’ - our bubbles have been based on our phases in school. The reasons for this are as follows:

- All children will be able to be considered for catch-up interventions now that teaching support can work across phases. There may not be enough adults to support individual class bubbles.
- Our curriculum structure is based on phase mixed-year groups and the sharing of resources and equipment to facilitate this. There may not be enough resources to support a broad curriculum if we used individual class bubbles.
- We can deploy staff internally to cover PPA/management time within a phase bubble model. If we were in class bubbles, we would need to buy in a supply teacher (no guarantee of bubble integrity therefore a last resort) or continue with the closure of Fridays to the main school, so that staff can be released accordingly. This would reduce contact time and further restrict the curriculum offer.
- Staggered entry/exit times and break/lunch times can be managed more effectively in phase bubbles rather than having 14 individual start/finish times. This measure would reduce that to 4 start/finish times.

Within the government guidance, it recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum, however now that we are in phase bubbles, the necessity for this to happen is minimized (although not eliminated)

Measures within the classroom

Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another.

Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible.

Classrooms need to be adapted to support distancing where possible. Classrooms will be prepared as such on September PD days.

Measures elsewhere

There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to class assemblies. Children will be required to distance during these assemblies rather than lining in tight rows. Where possible, efforts will be made to have virtual assemblies through Zoom.

Use of the staff rooms should be minimal and staff rooms are allocated for every bubble.

- YR – Sink area in Rowan Class
- Y1/2 – Old PPA room (After School club area)
- Y3/4 – Group Room
- Y 5/6 – Usual Staff Room (and office staff)

Fridge boxes will be available in every staff room with fresh milk and freezer packs for staff to keep their lunches cool where necessary. Strict social distancing must be in place and where possible in the staff room

areas. It is important for your own wellbeing that you see colleagues and we encourage this, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms.

Staff using communal areas such as staff rooms and staff toilets should give thought to what they touch and where possible wipe surfaces after every use e.g. touching hot tap for drinks, opening fridge etc.

Measures for arriving at and leaving school (inc break/lunch times)

All those on site to observe the movement restrictions as detailed a site plan, to be distributed by September.

There will be no large gatherings of adults or children. Where possible, meetings will take place in the hall (or outside) so that adults can appropriately socially distance. Likewise, Collective Worship will take place daily in the classrooms.

Parents are to be encouraged to walk to school where possible and no parent will be permitted into the school.

Parents must arrive at their designated time for entry to school, they must not arrive early or late.

Adults from the appropriate phase will be outside the classrooms doors or on the gate to support children as they arrive in school. Parents must not congregate in any area including outside the main school gate. After children have been dropped off, parents are asked to move away promptly from the gate area to maintain social distancing.

Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles. This will be difficult for some families with multiple children.

Again parents will be asked to collect promptly, and not to arrive early or late. They must collect their children on time so that teachers can release children safely in their year group bubbles. If parents are waiting, social distancing must be adhered to.

Teachers will not be available to speak to parents at the beginning or end of the day, unless teachers initiate the contact. Teachers must commit their time to ensuring that children are safely in their care. From 1st September, parents can contact teachers through their class emails or office@rackham.cambs.sch.uk if they wish to make a phone appointment to talk to a staff member.

The School Office is not accessible to parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can still call and receive support over the phone or via email.

If parents need to speak face-to-face with a staff member then parents need to email for an appointment. Parents can still call and receive support over the phone or via email. The School Office will be open from 08.45 till 3:30pm. Voice messages may be left on the answering machine and emails sent.

Children need to move around school in their small bubbles and not mix with other children, however they are permitted to walk past one another in corridors – the risk of contracting the virus by walking past one another has been assessed as minimal, however where we can, we will have one-way systems to reduce contact

Teachers will need to consider timings during the school day so that contact between the different bubbles of children is limited. A timetable will be shared that includes staggered breaks and lunchtimes.

Where possible children should remain in the same room and area of school throughout the day, even retaining the same seat. This helps to reduce transmission between groups.

Other considerations

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. A print out: “Coronavirus: Keeping safe in school - Full Opening” will be provided alongside the normal safeguarding procedures.

Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by the School.

A record of all visitors must be kept to support NHS Test and Trace.

In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. **No resources can be brought in from home.** Other classroom resources like books and games can be used within the bubble but should be cleaned following use, including loose parts play equipment.

Shared resources, like art/science equipment should be meticulously

	<p>cleaned between use or rotated to allow 72 hours between each group use to ensure they are safe.</p> <p>Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Each group will need to gather resources from their classrooms or the PE sheds so that they have dedicated outdoor equipment that is taken out and used exclusively by their year phase. This is gathered back in at the end of their session and cleaned.</p> <p><i>Pupils should not bring anything additional from home.</i> There can be no 'show and tell'.</p> <p><i>Teachers are permitted to take books home with them for marking, but this is not an expectation.</i> Pupils may take a reading book home with them, but they must be removed from circulation for 72 hours upon their return before being put back into the library or class bookshelves or shared with another pupil.</p> <p>Please note – all staff are expected to have left the school premises before 4.30 pm to ensure classrooms can be vigorously cleaned without disruption. Marking expectations have been relaxed in light of this.</p>
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Prevention	
Considerations:	Actions:
<p>6. Where necessary, wear appropriate personal protective equipment (PPE).</p>	<p>PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).</p> <p>The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:</p> <ul style="list-style-type: none"> ● Face masks ● Aprons ● Gloves of various sizes ● Face shields (limited quantities) <p>Children need to know that some adults might be wearing PPE and that it is 'ok'. All adults who work directly with children have had PPE training.</p> <p>Where children have medical needs, we need to be very aware of</p>

	<p>them. Once bubbles are established, the office will produce a report that itemises the medical requirements of each bubble. Only prescribed medicine will be accepted from parents and given once a medicine form has been completed and signed by Bridget. This will be shared with the members of staff responsible for a bubble.</p> <p>Following that, appropriate medicine and record-keeping will be placed in the correct classroom so that the child has appropriate access to their medication. If support is required to administer medication, alert a member of the Senior Leadership Team for further guidance and support.</p>
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Response to any infection	
Considerations:	Actions:
<p>7. Engage with NHS Test and Trace.</p>	<p>If a child/adult in school becomes unwell, the existing guidelines will be followed i.e. the child/adult will be removed to a designated isolation space i.e. pavilion classroom, where they can be monitored and supported (by a member of staff who may need to use a PPE isolation pack - available from the main office, to further reduce the risk of spreading the virus, preceded by thorough hand-washing) until they are collected by their parents or carers. Once the child is collected, both spaces will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p> <p>They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the 'stay at home' regulations. The following guide will be shared with parents, staff and visitors: Coronavirus (COVID-19) Stay at home: what to do if you or someone you share your home with has coronavirus symptoms.</p> <p>Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response below.</p> <p>Person with symptoms:</p> <div style="border: 1px solid black; padding: 5px;"> <p>If anyone becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), then they must be sent home and advised to follow 'stay at home: guidance', which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus. All children can be tested, including</p> </div>

children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit



If a person becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), **then other members of their household (including any siblings)** should self-isolate for 14 days from when the symptomatic person first had symptoms.



If a person with symptoms **tests negative** and if they feel well and no longer have symptoms similar to coronavirus (COVID-19), **then they** can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. *Other members of their household* can stop self-isolating.



If a person with symptoms **tests positive**, **then they** should follow the 'stay at home: guidance' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste - this is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. *Other members of their household* should continue self-isolating for the full 14 days.

A person who is sent home because they have been in contact with someone with who has tested positive:

Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should 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.

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.

The health protection team will work with schools in this situation to

guide them through the actions they need to take. Based on the advice from the health protection team, schools 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.

If a person has been in close contact with someone who has tested positive and is sent home to self-isolate for 14 days, **then** *their household* does not need to self-isolate, unless the person who is self-isolating subsequently develops symptoms.



If a person who has been in contact with someone who has tested positive subsequently *develops symptoms themselves* within their 14-day isolation period, **then** they should follow 'stay at home: guidance' - stay at home and get a test



If the test delivers a **negative result**, **then** they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.



If the test delivers a **positive result**, **then** *they* (or their parent in the case of a child) should inform the school immediately and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period).



If the test delivers a **negative result**, **then** *their household* can stop self-isolating if they do not have symptoms.



If the test delivers a **positive result**, **then** *their household* should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance'.

Two or more confirmed cases within 14 days

If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.

	<p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive.</p> <p>Testing will first focus on the person’s class, followed by their bubble, then the whole school if necessary, in line with routine public health outbreak control practice.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19) at: Testing and tracing for coronavirus (COVID-19)</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.</p>
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Response to any infection	
Considerations:	Actions:
<p>8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</p>	<p>The School will contact the local health protection team:</p> <p>PHE East of England HPT (Norfolk) Public Health England Council Offices College Heath Road Mildenhall Suffolk IP28 7EY</p> <p>Email EastofEnglandHPT@phe.gov.uk; phe.EoEHPT@nhs.net</p> <p>Telephone 0300 303 8537</p>

	<p>Out of hours for health professionals only 01603 481 221</p> <p>The School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.</p> <p>The OfficeTeam will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.</p> <p>The School may inform parents of the infection but <i>will not reveal the name of the infected child/adult.</i></p> <p>Those contacted or sent home must self-isolate for 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go into full isolation following stay at home guidance and have the test. If the symptomatic child’s test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 10 days from the onset of symptoms.</p> <p>Rackham will not (as per the DfE instruction) ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>
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Response to any infection	
Considerations:	Actions:
<p>9. Contain any outbreak by following local health protection team advice.</p>	<p>We will keep in contact with our health protection team.</p> <p>If the School has 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in a phase bubble lockdown, a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>

Section 2: School operations

Transport	
Considerations:	Actions:
<p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> • by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only • by public transport services, we mean routes which are also used by the general public. 	<p>Dedicated school transport</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.</p> <p>The School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p>Wider public transport</p> <p>Children should not attend trips or visits if they are required to use public transport to get there. This seems like an unnecessary risk for the School to instigate.</p> <p>At Rackham, we have decided for the Autumn term to cancel all trips where transport is necessary (Y6 Residential trip has been moved to the Spring Term)</p>

Attendance	
Considerations:	Actions:
<p>Now the circumstances have changed, and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education,</p>	<p>Attendance expectations</p> <p>The School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support. The School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.</p>

<p>wellbeing and wider development.</p> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p>Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority's code of conduct).</p> <p>Pupils who are shielding or self-isolating</p> <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. The School will support those parents through dialogue, so that appropriate advice can be offered and leeway afforded.</p> <p>Where children can't attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>Pupils and families who are anxious about return to school</p> <p>If parents of pupils with significant risk factors are concerned, we will provide an opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via Zoom meeting. These pupils are to be identified by the School and appropriate support provided with the aim of getting the children into school. Our pastoral team has called those parents who have children not engaging in home learning already. We have a record of calls to families where vulnerabilities exist.</p>
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School Workforce	
Considerations:	Actions:
	<p>Staff who are clinically vulnerable or extremely clinically vulnerable</p> <p>The School has planned to follow the full measures within the guidance, therefore all staff will return to the workplace as normal.</p> <p>Those members of staff that received a letter to say they were extremely vulnerable and advising them to shield can also return as normal, given that shielding came to a close on 1st August 2020.</p>

However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance. Some staff may be wearing face masks/visors according to individual risk assessments.

All adults must take the responsibility of social distancing seriously in order to protect all individuals on site.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.

Deploying staff and accommodating visiting specialists

As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.

Staff will have to fulfil roles beyond what they are used to. All staff will be required to support with the cleaning of school throughout the day.

There will be a requirement to be very flexible as a staff body. If members of staff become unwell (unrelated to Covid-19) then we will need to ensure that people are suitably placed to ‘back-fill’ and support one another, therefore staff roles may change in order to meet the needs.

Supply teachers and other temporary or peripatetic teachers

Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.

Likewise, sports coaches and external tutors may be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week.

Staff taking leave

The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.

Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave.

	<p>Staff Meetings:</p> <p><i>Morning Debriefings:</i> BH will share a zoom link for Monday de briefing sessions on Sunday evening.</p> <p><i>Staff Meetings:</i> These will be on a Wednesday afterschool either via Zoom or in the hall with teachers distancing from one another. Where possible, staff meetings will be every other week or limited to 1 hour maximum.</p> <p><i>Bubble Meetings:</i> Please consider Zoom for these where possible, and ensure good SD where it is not possible to use Zoom. Classrooms need vacating at the end of the school day so any school based bubble meetings will need to take place in bubble staff room areas.</p> <p><i>SLT Meetings –</i> To be held either virtually or in the school hall where a virtual meeting is not possible. BH is on ECV list and so meetings in BH office need to be minimised.</p> <p>All staff to leave premises by 4.30 pm (5 pm latest) every day to ensure a positive work-life balance and to allow for thorough cleaning of the school each evening. Where contracted hours exceed this, staff can work their remaining hours from home.</p>
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Safeguarding	
Considerations:	Actions:
	All existing pre-covid safeguarding measures will return as normal, however our Designated Safeguarding Leads will need to consider additional time to 'catch-up' with those children requiring additional pastoral support as a result of prolonged absence from school.

Catering	
Considerations:	Actions:
	<p>The expectation is that the school kitchen will be fully open in autumn term. Whilst policy and practices continue to embed, we will only serve packed lunches as a school meal option for the first three weeks with a view to review this and extend to hot meals if possible.</p> <p>Packed lunches need to take into account dietary requirements as the kitchen normally would.</p> <p>ALL parents must be encouraged to book and pay for school meals via MCAS or bank transfer, to remove the potential risk of spreading the virus through the handling of cash.</p>

Lunch and break times	
Considerations:	Actions:
<p>We are still required to ensure that our children are fed adequately throughout the school day but also to reduce risk of infection, therefore we need to manage this time carefully so that it is not a ‘pinch-point’.</p>	<p>Middy supervisors will continue to support the supervision of lunchtimes, but they will be allocated to phase bubbles that cannot mix. A rota will be drawn up to ensure that only members of staff within appropriate bubbles supervise their bubbles at break times and lunch times. The playgrounds will be allocated to bubbles to avoid any cross-contamination.</p> <p>On some occasions, support staff will be required to help to supervise the children whilst they eat and then support in cleaning the room before children go out for their playtime.</p> <p>Whilst children are outside, members of staff are to have their lunch. This can continue into the afternoon lesson time to ensure all are well-rested i.e. the teacher will deliver the start of the afternoon without support staff (or the other way around) so that everyone can have sufficient time if there are not enough midday supervisors to support. Staff may go home for lunch assuming someone is supervising the children appropriately during that time.</p> <p>Children will bring their sandwiches if they normally do. Those children accessing school meals will receive a packed lunch and Michelle will introduce some hot food elements incrementally. Universal Infant School meals are still available to YR, Y1 & Y2 children in school.</p> <p>Middy supervisors will be in to support the supervision of the children in school and in bubbles. The assigned bubble midday supervisor or class TA will be responsible for collecting and delivering the lunch to their classroom bubble where bubbles are eating in classrooms. (See separate lunchtime plan)</p> <p>Members of staff responsible for bubbles will have to rotate between supporting the lunchtime and having their own lunch. While the children are eating, staff should have their own lunch while the midday supervisors supervise the bubble.</p> <p>Members of staff are to have their lunch and appropriately rotate through supervision so that all receive a break. This can continue into the afternoon lesson time to ensure all are well-rested i.e. the teacher will deliver the start of the afternoon without support staff (or the other way around) so that everyone can have sufficient time.</p> <p>A timetable of lunchtimes has been arranged so that there are limited children outside at any one point.</p> <p>Usual high levels of hygiene standards will be adhered to at all times; with enhanced cleaning routines implemented before and after food preparation activities</p>

Premises	
Considerations:	Actions:
<p>In order to contain the spread of a virus, a strict cleaning regime needs to be in place.</p> <p>The government has provided very specific guidance about what we should be doing to effectively clean spaces in school. This will require adults that don't normally identify as cleaners to fulfil those duties throughout the day before the cleaning staff are in school to complete a thorough clean.</p>	<p>At key intervals, staff will disinfect and clean tables, door handles and equipment. Each bubble will have their own allotted set of classroom cleaning equipment (in a caddy) that will be stored appropriately within the classrooms.</p> <p>All rooms should be well ventilated therefore doors should remain open where possible and all windows open at all times. Where it is deemed necessary that a fire door should be temporarily wedged open (taking into consideration Fire Safety laws), the bubble leader will be responsible for closing all fire doors when leaving a space unattended or in the event of an emergency. This measure will reduce the use of door handles significantly.</p> <p>Government advises that there is no additional need for clothes washing after a day in an educational setting although I we recommend this is done every day when possible.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the Government guidelines as outlined HERE.</p> <p>Cleaning ICT Equipment</p> <p>The following information provides guidance on how to clean computers, computer accessories, touchscreen devices and electronics that are considered high-touch items. All computers, computer accessories, touchscreen devices and electronics in shared locations should be frequently cleaned and disinfected.</p> <p>Filters cause a particular issue in that they draw air through plastic or paper thus concentrating the deposit of any infection and need special handling when being cleaned. Staff must not remove or attempt to clean filters without specialist equipment and should contact the ICT department if you have a filter issue.</p> <p>When cleaning computers, computer accessories, touchscreen devices and electronics it is important to follow the manufacturer recommendations for specific cleaning requirements. The guidance below was adapted from Government and manufacturer advice.</p> <p>Electronic equipment should be cleaned using Isopropyl alcohol which normally comes pre diluted to between 70% and 90% and no mixing is required. For concentrations above 90%, dilute accordingly with distilled water. The recommended method of applying the Isopropyl</p>

Alcohol is to use wipes or a spray bottle for applying the solution to a cloth to avoid oversaturating it, then use the cloth to wipe the equipment.

Note: Test a small, inconspicuous area before you clean the entire surface.

Specific Information Technology Support Guidance

- Use a lint-free cloth, a screen wipe or a microfiber cloth
- Avoid excessive wiping and submerging items in the cleanser to avoid damage
- Ensure the device is shut down/switched off
- Unplug all external power sources and cables if possible
- Do not use aerosol sprays, water, bleach or abrasive cleaners
- Ensure moisture does not get into any openings
- Wipe all surfaces with a dry cloth to remove dust and debris
- Gently spray a small amount of the cleaning solution onto a second cloth

Note: Do not oversaturate the cloth to the point it is dripping.

- Wipe the screen with the dampened cloth
- After wiping the screen, wipe off the remaining surfaces that one can normally touch and other accessories like mice and keyboards
- Do not use excessive pressure on screens as this can cause damage
- Do not use fabric or leather surfaces on items, as this can scratch or damage to the items
- Do not use bleach to disinfect computers and electronics
- Do not attempt to remove or clean filters. This requires specialist equipment and controlled procedures.

Bike Sheds

The bike sheds will be out of bounds and parents are expected to take pupil bikes and scooters home with them after drop – off to prevent crowding and bubble contamination. For staff, a swimming pool changing room will be available for staff bikes. Please ensure good social distancing whilst using this shed.

Please note – no staff will be able to enter the school gates in a vehicle after 8.20 am due to our new staggered entry times. Similarly, no staff will be able to leave our staff carpark in a vehicle before 3.40 pm for the same reason.

Educational Visits	
Considerations:	Actions:
	<p>There will be no overnight trips during the autumn term, as per DfE instructions regarding overnight school trips.</p> <p>School trips are permitted to resume however the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance. This will therefore be risk assessed before any decision is taken on the planning or running of a school trip.</p>

Wraparound care	
Considerations:	Actions:
	<p>Wraparound care is permitted to commence. Children attending wrap around care will ideally need to be kept in separate phase bubbles, however that might not be possible due to limited staff numbers and children attending therefore the children will need to remain in small consistent bubbles, observing very good hand hygiene.</p> <p>After school club will not commence until after October half term at the soonest. Breakfast club will have separate school bubbles based in separate corners of the hall on separate tables with separate toys/ equipment.</p>

Resources	
Considerations:	Actions:
<p>Resources where possible should not be shared between Learning Bubbles.</p> <p>Resources transferred between school and the home setting: must be thoroughly cleaned and set aside for 72 hours before being used by other Bubbles.</p>	<p>Resources required to support learning must be risk assessed for their use throughout the day. These will need to be easily wiped and disinfected. As a result, soft toys and some furnishings will be put away.</p> <p>To limit the possible spread of the virus, the sharing of resources must be strictly prohibited wherever possible; this includes resources used by both children and adults.</p> <p>Staff must remain vigilant at all times and consider resources required both for teaching and learning and personal use. These must not be shared with other children or adults; and under NO circumstances, should anything be shared between bubbles, without thorough cleaning and setting aside for 72 hours before the next use.</p> <p>Staff requiring support from Sarah or the office to assist with Administration, Catering, Finance, ICT, and Premises requests should wherever possible use email. This is intended to reduce person to</p>

	<p>person contact between bubbles and help prioritise workloads. The main office, HT office and DH/BM office are not to be entered by other staff.</p> <p>Consider the use of printers and photocopiers. We will not be able to share photocopiers without disinfecting them. We suggest wherever possible that you email resources to the office or Sarah. They will then be able to photocopy them and drop them off to specific bubbles, leaving them outside relevant classrooms. If everyone used the photocopier individually then it could become a pinch-point so please ensure that you send any required resources in good time but also appreciate how busy that could make the office so please be reasonable in your requests. Where this is not possible and individuals have to use the photocopier, please ensure that you ALL use the hand sanitizer next to the machine after use and that you wipe the machine down with the wipes provided.</p>
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Section 3: Curriculum, behaviour and pastoral support

Curriculum expectations	
Considerations:	Actions:
<p>The key principles that underpin government advice on curriculum planning are: Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. Remote education, where needed, is high-quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their</p>	<p>The School will not have a 'recovery curriculum', as such. We will instead apply our curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time, with additional intervention for those year groups that have less time to 'catch-up'.</p> <p>Our curriculum will have a focus on PSHE and Mental Health, as children develop the stamina to cope with school routines.</p> <p>During this period, children will be reminded of all of their hard work during the previous year and we will 'reset' the expectations so that children know that we are expecting of them on their return to school including our 5Rs learning behaviours.</p> <p>Our September 2020 curriculum will be shared on our website, however more time needs to be given to planning the non-core elements so that our curriculum offer is aligned to our improvement plan.</p> <p>We will return to the normal teaching of all subjects in the autumn term.</p> <p>Learning will be tailored to individual learning needs.</p> <p>The Relationship and Sex Education element of our new curriculum is in</p>

capability to educate pupils remotely, where this is needed.	development and is currently being consulted on with parents. There is now leeway to defer the implementation of that curriculum content until the summer term 2021.
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Specific points for early years foundation stage (EYFS) to key stage 3	
Considerations:	Actions:
	<p>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, 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. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p>

Music	
Considerations:	Actions:
	<p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another. For the first half term at Rackham, there will be no singing as our classrooms are not large enough for this to be safe, even with reduced group sizes of 15. This has implications for our music curriculum and adjustments will need to be made. For the first half term, the music curriculum will need to be based on music appreciation/ history/ composers/ music theory etc or the music</p> <p>Prue will continue to privately tutor Rackham pupils, but she will use the hall so that she is able to safely distance herself from the pupils. With no PE in the hall and no assemblies, she should be able to timetable herself in the hall around school lunches effectively.</p>

Physical activity in schools	
Considerations:	Actions:
<p>Children are to be encouraged to play outdoors as the transmission of the virus is reduced in outdoor spaces.</p> <p>However, we need to reduce the risk of contact between bubbles of children.</p>	<p>PE lessons are still to take place. For the first half term, they are to take place outside as transmission of the disease is reduced in the outdoors.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Contact sports are to be avoided.</p> <p>External coaches (All4Sp) can still be used to deliver PE sessions as long as they also follow the protective measures.</p> <p>There must never be more than one bubble outside doing PE at any one time. Each class will have an allocated space in the playground so that they don't come into contact with other children from different bubbles. KS Curriculum Leaders will need to liaise with each other carefully to ensure PE slots do not clash. .</p> <p>Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between bubbles of children using it, and that multiple bubbles do not use it simultaneously. Therefore, each bubble will need to gather resources from their areas, so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is then gathered back in at the end of their break/lunchtime and wiped down before being stored.</p> <p>This is much harder to do in Reception, therefore we suggest that Reception only get items out that they know they can clean between bubble use, but also have a box of equipment that is used exclusively by them.</p> <p>Members of staff are to rotate themselves in to supervision roles for their bubble – 1 member of staff per bubble out at all times. CB will share duty rotas with staff on our PD days. The timings for break times may vary, but they must not conflict with other bubbles to the point that mixing with bubbles is unavoidable.</p>

Pastoral support	
Considerations:	Actions:
	<p>The pastoral team will ensure that appropriate materials are on hand to support children’s wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, specific interventions can take place. These will take place observing social distancing measures during meetings (outside or in outdoor classroom preferably) given that these individuals may be required to work across phases. This includes AP’s ELSA interventions.</p>

Behaviour expectations	
Considerations:	Actions:
	<p>The current approved behaviour policy coronavirus amendment will still apply.</p> <p>During the autumn term, expectations of behaviour will be revisited and the School’s Christian values will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.</p>

Bereavement	
Considerations:	Actions:
<p>Children will be increasingly aware of ‘death’ as it has been discussed widely and openly.</p> <p>Children may feel greater levels of stress or anxiety throughout the day and they will especially be upset if they have lost a loved one during this period.</p>	<p>LS and AP to provide a ‘Bereavement Box’ with support materials and books. These are to be utilised by staff if children require additional support.</p> <p>LS/AP will support children pastorally if they require it. Where possible, to utilise outdoor spaces to conduct pastoral meetings, further reducing the risk of infection (LS’s room is quite small and may be needed for isolation purposes so should be avoided for interventions where possible)</p> <p>Staff will refer to LS where a child has experienced bereavement or bereavement looks possible and LS will coordinate mental health support.</p> <p>BH to update and get governor approval on new Bereavement Policy at start of September.</p>

Sensory needs and separation anxieties	
Considerations:	Actions:
<p>Many children will be looking forward to the return to school but will find being around people difficult, frightening and overwhelming, particularly if we move rapidly from social distancing to a return to school.</p> <p>We will need to be aware of this and support it.</p> <p>For some children this will be exacerbated by a fear of people in general.</p> <p>Having experienced weeks, or even months, of social distancing, children will have received an implicit message that other people are dangerous.</p> <p>Further, their experience of other people, beyond their immediate family, within their personal space will have been limited. For many the hustle and bustle, movement and number of people in school will be difficult.</p> <p>We need to be aware that many will express their sensory issues and anxieties about the proximity of others physically.</p>	<p>We will be aware of any sensory issues being highlighted and it is imperative that there is control in walking around the school so that this can be controlled well.</p> <p>Staff will need to make particular effort in making sure classrooms are relatively quiet spaces so that those that are not used to the noise and find it upsetting can adjust.</p> <p>Children will be made aware this could be an issue and should speak with a member of staff if they feel they need some down time.</p> <p>Staff to utilize lockdown CPD opportunities to be mindful for signs of stress and anxiety.</p> <p>Staff need to also be aware that a lot of the children haven't left their families for a long while and they might find it difficult to leave them.</p> <p>Teachers are to plan settling-in activities as the children enter (particularly the younger children) so that they don't feel additionally upset or anxious. This may take several weeks to settle down with the new routines and protocols.</p> <p>Classrooms to be set out with rows all facing forwards and as spaced apart as is possible. No carpet times or opportunities for pupils to gather around areas of the classrooms. Water bottles to be kept on desks next to the pupil. Coats on the back of chair if pupils feel cold (windows all open wide)</p> <p>Regular cleaning of tables, chairs, door handles and high contact surface areas.</p>

Special needs	
Considerations:	Actions:
<p>The impact of all these issues will be even greater for those with special needs.</p> <p>Their learning will have been impacted as will issues of being or not being in school, managing change, routines and anxieties.</p> <p>There will be particular issues with managing transitions into school and where there is a change of setting.</p>	<p>For most of our SEN children the biggest hurdle will be expectations of behaviour, establishing routine again and reassuring them that all is okay.</p> <p>The bubbles should have a visual timetable every morning to reassure the children how the day will look.</p> <p>Classes will need excellent behaviour management using positive reinforcement as many children will have forgotten how to behave (shouting out, talking over each other, poor language).</p> <p>Children may not remember how to behave immediately and may take a couple of weeks to get those good habits back, so patience will be a virtue!</p> <p>If behaviour is an issue for individual children and that leads to us not being able to ensure the safety of others, in terms of the virus control, then we may seek to suggest that those children are on reduced timetables as they transition back to school. For example; if younger children bite others and they don't learn that this is not appropriate very quickly, then we will need to risk assess and seek additional guidance about the suitability of their attendance.</p>

Uniform	
Considerations:	Actions:
<p>Most children will have grown over the time that they have been out of school and so their uniform may not fit.</p> <p>This may be exacerbated by financial issues faced by parents without work and issues related to production, import and sale of non-essential goods.</p>	<p>Welcome all children back, with or without uniform! This message will be shared with parents (however we will encourage appropriate uniforms).</p> <p>Over the course of the term, will we move towards all children being in the correct uniform as routines are reintroduced.</p> <p>Children will need to be welcomed back into school, not penalised for not having the right uniform.</p>

Section 4: Assessment and accountability

Primary Assessment	
Considerations:	Actions:
	<p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <ul style="list-style-type: none"> • the phonics screening check • key stage 1 tests and teacher assessment • the year 4 multiplication tables check • key stage 2 tests and teacher assessment • Any statutory trialling. <p>The School will prepare for these tests in the same manner as we have done in previous years.</p>

Section 5: Contingency planning for outbreaks

A local outbreak	
Considerations:	Actions:
	<p>If the School is made aware of a local outbreak, the PHE health protection team may advise the School to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.</p>

Remote education support	
Considerations:	Actions:
	<p>The School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown. Our immediate response will be the following:</p> <ul style="list-style-type: none"> • Children are to take home their individual stationery packs and their current exercise books. • Adults will share lessons via Seesaw. Other platforms such as Oak National School, may be used if deemed necessary. More details on Oak National School can be found here: Information for teachers and schools • Children will be able to take photos of their learning and upload to Seesaw so that teachers can monitor progress and offer supportive feedback if appropriate.

	<p>Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning.</p> <p>Where children can't access the internet, we will assess what support may be required and provided to families. Efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household.</p> <p>All staff are to set up new class Seesaw accounts and distribute passwords etc to pupils in the first week of the new term so that we are ready for lockdown should it occur.</p>
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Bridget Harrison



31/08/20