



# ACADEMY ACTION PLAN

Plans for management during a pandemic

Rye College and Community Primary School, Part of Aquinas  
*"Life Transforming Learning"*

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## Welcome

English schools closed to most of their pupils on Tuesday, 5<sup>th</sup> January for a third national lockdown. During this time, we continued to deliver onsite provision for the children of key workers and those in other priority groups as well as delivering remote education to all other children.

We thank our community for their continued support throughout this challenging time.

English schools will re-open to all children and young people from Monday, 8<sup>th</sup> March. Secondary students will be offered lateral flow testing as they return to school.

This action plan outlines for families, young people and colleagues the steps being taken to ensure our school communities are COVID-secure. Our planning is based on UK Government guidance that was accurate at the time of publication. We update this document as necessary.

Further details can be found online.

[www.gov.uk/coronavirus](https://www.gov.uk/coronavirus)

## Coming to school

### Sending your child into school

School is vital for children's education and wellbeing. Time out of school can be harmful for children's learning. A child's learning, as well as their future ability to learn, can be badly affected by extended absence.

The actual risk to children of becoming severely ill from coronavirus is **very low**. There are also negative health consequences of being out of school: we are an important point of contact for children and families in terms of accessing well-being, health and safeguarding services.

We are prepared for the possibility of a local lockdown and have plans for remote education if we should close again.

### Coming into work

Whilst it is impossible to ensure a totally risk-free environment, the Office of National Statistics suggests the risks to employees in educational settings are **similar to those for most other occupations**. There is little evidence to say children transmit the virus any more than adults do.

Schools are closed communities – the same people attend each day. This makes them easier to manage on a day-to-day basis in terms of infection control.

Implementing a system of controls creates a safer environment for all children, young people and colleagues where the risk of transmission of infection is substantially reduced. The way to control this virus is the same, even with the current new variants.

We continue to review and strengthen the measures to provide more reassurance and help decrease disruption the virus causes to education. We are wholly committed to working with colleagues and complying with health and safety law.

**An Aide Memoire for Colleagues is located at [Appendix A](#).**

## Health and Safety

### Risk Assessment

The health, safety and well-being of all our children, families and colleagues are paramount.

We routinely revisit and update all our risk assessments, building on what we have learnt so far, and consider the additional risks and control measures around managing a school during the pandemic.

This includes having active arrangements in place to ensure measures are:

- Effective;
- Working as planned.

We revisit wider risk assessments to consider other control measures to improve the way we work.

**We maintain a separate over-arching risk assessment for managing the school during a pandemic.**

We review the risk assessment every two weeks or in line with updates to UK Government guidance.

### System of controls

We know some new variants of coronavirus are more transmissible however, advice remains that the way to control this virus is with the system of controls, even with the current new variants.

We group the actions we are taking into 'prevention' and 'response to infection':

#### Prevention

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

#### In specific circumstances:

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

#### Response to infection

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

**Infection Control Protocols are located at [Appendix B](#).**

**1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.**

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***When an individual develops coronavirus symptoms or has a positive test***

Children, young people, colleagues and other adults must not come into school if:

- They have one or more coronavirus symptoms;
- A member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus symptoms;
- They are required to quarantine having recently visited countries outside the Common Travel Area;
- They have had a positive test.

Children, young people, colleagues and other adults must immediately cease to attend and not attend for at least **10 days** from the day after:

- The start of their symptoms;
- The test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test).

Anyone told to isolate by NHS 'Test and Trace' or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm.

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they will be sent home. They must self-isolate for at least **10 days** and should arrange to have a test to see if they have coronavirus. Other members of their household including any siblings should self-isolate for **10 days** from when the symptomatic person first had symptoms.

If a child is awaiting collection, they will be moved from class to a **nominated room** where they will be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Windows will be opened for ventilation.

If they need to go to the bathroom while waiting to be collected, they will use a **separate nominated bathroom**. The bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else.

If 2 metres cannot be maintained such as for a very young child or a child with complex needs, PPE will be worn by colleagues caring for a child while they await collection.

Anyone with symptoms should not visit the GP, pharmacy, urgent care centre or hospital.

Any colleague who has helped someone with symptoms or any children who have been in close contact do not need to go home to self-isolate **unless**:

- The symptomatic person subsequently tests positive;
- They develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test);

- They are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated);
- They have tested positive from an LFD test as part of a community or worker programme.

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people.

We will only take a child's temperature to report to their family during communication.

The decision to send a child home lies with the Head.

Specific coronavirus health advice for children is available online.

[www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-in-children](http://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-in-children)

If a child is over 5 years, families should use the NHS 111 online coronavirus service.

[www.111.nhs.uk/covid-19](http://www.111.nhs.uk/covid-19)

If a child is under 5 years, families should call NHS 111.

**Medical Room Protocols are located at [Appendix C](#).**

## ***2. Ensure face coverings are used in recommended circumstances.***

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In secondary schools, face coverings should be worn by adults and students when moving around the premises, outside of classrooms, such as in corridors, and communal areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by students when outdoors on the premises.

In addition, face coverings should now be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.

In primary schools, face coverings should be worn by colleagues and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.

Those who rely on visual signals for communication are currently exempt from any requirement to wear face coverings in schools or public places.

Face visors or shields should not be worn **as an alternative to** face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

### ***Exemptions***

Some individuals are exempt from wearing face coverings. This applies to those who:

- Cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties;
- Speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate.

Due to the increasing use of face coverings in wider society, individuals should have access to face coverings. We will provide access to face coverings for people who:

- Are struggling to access a face covering;
- Are unable to use their face covering as it has become damp, soiled or unsafe;
- Have forgotten their face covering.

### ***Safe wearing and removal of face coverings***

Safe wearing of face coverings requires:

- Cleaning of hands before and after touching – including to remove or put them on;
- Safe storage of them in individual, sealable plastic bags between uses.

Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Colleagues and children should consider bringing a spare face covering to wear if their face covering becomes damp during the day.

Colleagues will instruct students to:

- Not touch the front of their face covering during use or when removing it;
- Dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin);
- Place reusable face coverings in a plastic bag they can take home with them;
- Wash their hands again before heading to their classroom.

**Face coverings are always required on public transport for children, over the age of 11.**

### ***3. Ensure everyone is advised to clean their hands thoroughly and more often than usual.***

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Coronavirus is an easy virus to kill when it is on skin. This is done with soap and running water or hand sanitiser. When we wash our hands, we should do so for at least 20 seconds following the appropriate guidance. We ensure children clean their hands regularly, including:

- When they arrive at school;
- When they return from breaks;
- When they change rooms;
- Before and after eating.

Children and adults have access to hand washing facilities throughout the day. We provide:

- Running water;
- Liquid soap;
- Paper towels.



We provide additional support to any child that might need it.

Handwashing facilities or sanitise stations are available throughout the school.

#### ***4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach***

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The 'catch it, bin it, kill it' approach continues to be very important. We ensure every classroom has enough tissues and bins to follow this routine. We have increased the number of lidded bins. Where they are not available, bins are changed routinely during the day.

We ensure younger children and those with complex needs are helped to get this right.

#### ***5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents***

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An enhanced cleaning regimen has been developed. This includes:

- More frequent cleaning of rooms and shared areas used by different groups;
- Cleaning frequently touched surfaces more often than normal.

We allocate toilets to groups of children to minimise mixing. Toilets are cleaned regularly and children are asked to clean their hands thoroughly after using the toilet.

**Enhanced Cleaning Protocols are located at [Appendix D](#).**

#### ***6. Consider how to minimise contact across the site and maintain social distancing wherever possible***

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Minimising mixing reduces transmission. We work to 'minimise mixing and maximise distancing' while delivering a broad and balanced curriculum wherever possible. To do this, we continue to use 'bubbles within bubbles'.

**We create 'bubbles' by class – then year group – then key stage – and finally whole-school.**

**Whilst doing this, we also work to maximise distance between individuals.**

For younger children, we can focus more on minimising mixing of the bubbles. For older children, we can focus more on maximising distancing between individuals. Older children should maintain a distance and not touch colleagues where possible.

We keep children in their bubbles for most of the classroom time, but also allow limited mixing in planned groups for:

- Specialist teaching e.g. phonics;
- Wraparound care;
- Transport.

Siblings may also be in different groups.

Colleagues can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where colleagues need to move between groups, they try to keep their distance from children and other colleagues, ideally 2 metres from other adults. We plan to minimise the number of interactions or changes wherever possible.

### **7. Keep occupied spaces well ventilated**

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Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. We work to ensure school is a well-ventilated and comfortable teaching environment.

To do this, we use:

- Mechanical ventilation systems – adjusted to increase ventilation wherever possible;
- Natural ventilation – opening windows. Opening internal doors can also assist with creating a throughput of air;
- Natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so).

Heating is used to ensure comfort levels are maintained.

### **8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary**

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Most colleagues do not require personal protective equipment beyond what they would normally need for their work. Additional PPE is only needed in a very small number of cases, including:

- Where an individual child or young person becomes unwell with coronavirus symptoms while at school (only strictly required if 2 metres cannot be maintained);
- Where a child already has routine intimate care needs that involve the use of PPE, in which case the same PPE will continue to be used.

All colleagues have access to **third tier** personal protective equipment:

- Disposable gloves;
- Disposable plastic aprons;
- Sanitising wipes.

Cleaners have access to **second tier** personal protective equipment:

- Surgical masks;
- Disposable gloves;
- Disposable plastic aprons.

Colleagues who provide additional medical or intimate care have access to **first tier** personal protective equipment in dedicated locations such as medical rooms and nappy changing facilities:

- Surgical masks;

- Eye protection;
- Disposable gloves;
- Disposable plastic aprons.

Colleagues should only use personal protective equipment when it is appropriate so as not to divert important resources away from health and social care settings.

### ***9. Promote and engage in asymptomatic testing, where available***

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We are committed to engaging with national programme for asymptomatic testing.

During the pandemic, we are facilitating both on-site and at-home testing for children and adults to minimise the number of asymptomatic cases in school.

### ***10. Promote and engage with the NHS Test and Trace process***

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We actively engage with NHS 'Test and Trace'. If a case is identified, we will contact our local health protection team. Colleagues and families must:

- Book a test if they or their child has symptoms - the main symptoms are:
  - A high temperature;
  - A new continuous cough;
  - A loss or change to your sense of smell or taste.
- Self-isolate immediately and not come to school if:
  - they develop symptoms;
  - they have been in close contact with someone who tests positive for coronavirus;
  - Anyone in their household or support or childcare bubble develops symptoms of coronavirus;
  - They are required to do so having recently travelled from certain other countries;
  - They have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation.
- Provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace.

Anyone who displays symptoms of coronavirus can and should get a test. Tests can be booked [online](#) or by telephone via NHS 119 for those without access to the internet.

**For colleagues who may have difficulty getting a test, our personnel officer can provide support.**

**Families and colleagues must inform us immediately of any test results.**

### ***NHS Test and Trace App***

The NHS Test and Trace app is designed to "complement" Test and Trace, not replace it.

### ***We recommend colleagues download and use the app***

Whilst the app is not mandatory, we think it is be beneficial when managing any local outbreaks.

### ***TWO times when the app should be paused in school***

It is possible to pause the "trace" function – the Bluetooth remains on but contacts are not recorded. Pausing is only appropriate in two situations:

- i. When someone is not able to have their phone with them e.g. because it is stored in a locker or communal area – this is to avoid the app picking up contacts when the user is not with their phone;
- ii. When someone is working behind a Perspex (or equivalent) screen, fully protected from other colleagues and members of the public, as they are adequately protected from contracting the coronavirus.

### ***Employee Mobile Phone Policy***

Employees can bring mobile phones on site. Except for the early years, colleagues are not required to turn them off or store them in lockers but are welcome to do so (pausing the "trace" if they do). The information the app provides may help limit the number of colleagues required to self-isolate if there is a positive case.

### ***It's not for under-16s – but we must take note if a student receives an alert***

The app should only be used by those aged 16 and over. It is possible students will use the app despite the age limit. Should a student use the app and receive a notification that they have been in contact with a positive case, we will follow our coronavirus process.

## ***11. Manage confirmed cases of coronavirus amongst the school community***

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We will take swift action if someone in school were to test positive for coronavirus. We are required to contact the local health protection team. This team will also contact us if they believe someone who has tested positive has also visited the school (NHS 'Test and Trace'). In either case, the local health protection team would guide us through the actions to be taken.

## ***12. Contain any outbreak by following local health protection team advice***

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Any school with two or more confirmed cases within 14 days or an overall rise in sickness absence where coronavirus is suspected may be considered to have an outbreak. If this were the case, the local health protection team would guide us through the actions to be taken.

The local health protection team may recommend a larger number of other children self-isolate at home as a precautionary measure – perhaps a class, year group or key stage. Testing may take place in school – focusing firstly on the person's class, followed by their year group, then the whole school if necessary.

By following this action plan and therefore reducing transmission risks, whole school closure based on cases within the school is generally thought to be unlikely.

### ***Asymptomatic testing***

Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus symptoms.

## Secondary schools

Following the first **three** onsite LFD tests, we are moving to home testing for students. The lateral flow devices used have received regulatory approval for self-use. Home test kits will be available for all colleagues on return. Once students have been tested **three** times at school, they will be provided with home test kits for regular testing. Testing remains voluntary but strongly encouraged.

## Home testing

Colleagues and students in secondary schools will be supplied with LFD test kits to self-swab and test themselves twice a week at home.

Colleagues and students must report their result to NHS Test and Trace as soon as they complete the test either online or by telephone as per the instructions in the home test kit.

**'Positive' or 'void' results must be reported to the school office as soon as possible to allow for contact tracing to begin.**

Adolescents aged 12 to 17 should self-test and report with adult supervision. The adult may conduct the test if necessary. Children aged 11 attending secondary school should be tested by an adult.

Students and colleagues with a positive LFD test result will need to self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result if the test was done at home. Those with a negative LFD test result can continue to attend school and use protective measures.

## Primary schools

Colleagues in primary schools will continue to test with LFDs twice a week at home.

Colleagues must report their result to NHS Test and Trace as soon as they complete the test either online or by telephone as per the instructions in the home test kit.

**'Positive' or 'void' results must be reported to the school office as soon as possible to allow for contact tracing to begin.**

Primary age children will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices.

## Symptomatic testing

The asymptomatic testing programme does not replace the current testing for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines.

## School Operations

### Attendance

For most children, the benefits of being back in the classroom far outweigh the low risk from coronavirus and schools can act to reduce risks still further. As a result, school attendance is mandatory for all children from 8<sup>th</sup> March except those who are shielding, self-isolating, displaying symptoms or have tested positive for coronavirus.

We undertake our duty to record attendance and follow up all absences including using fixed penalty notices in line with local authority's code of conduct.

### Young people who are shielding or self-isolating

Children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus and children are gradually being removed from the shielding patient list. Children confirmed as clinically extremely vulnerable should stay at home and shield as much as possible until further notice. The school will request from parents a copy of the shielding letter sent to CEV children, to confirm such arrangements.

**If a child is absent because they are complying with clinical or public health advice, we will provide remote education in line with teaching at the time.** In this case, absence will not be penalised.

It is important parents discuss any concerns with us so we can plan together. If a child has additional needs, we can undertake an individual risk assessment to support attendance.

### Vulnerable children

When a vulnerable child is required to self-isolate, we will:

- Notify their social worker (if they have one);
- Agree with the social worker the best way to maintain contact and offer support.

We have procedures in place to:

- Check if a vulnerable child is able to access remote education;
- Support them to access it;
- Regularly check if they are accessing remote education.

### Colleagues who are clinically extremely vulnerable

CEV colleagues should not attend the workplace though should work from home. Colleagues who are CEV will previously have received a letter from the NHS or their GP telling them this.

Those living with someone who is CEV can still attend work where home working is not possible and should ensure they maintain good prevention practice in the workplace and at home.

### Colleagues who are clinically vulnerable

CV colleagues can continue to attend school. Colleagues who live with those who are CV can attend but should ensure they maintain good prevention practice in the workplace and at home.

### Pregnancy

Pregnant women are considered CV. We follow the specific guidance for pregnant employees.

## Transport

The local authority has oversight of school transport.

### Dedicated school transport

UK Government has stated that social distancing guidance in place for public transport does not apply to dedicated school transport. This is because children share a vehicle with others from their own school and do not share with members of the public. Therefore, buses load children to the normal seated capacity but do not allow standing passengers. The following principles apply:

- Social distancing should be maximised within vehicles;
- Children either sit with their 'bubble' on school transport, or with the same constant group of children each day;
- Children should clean their hands before boarding transport and again on disembarking;
- Additional cleaning of vehicles is put in place;
- Organised queuing and boarding are put in place;
- Through ventilation of fresh air is maximised, particularly through opening windows and ceiling vents.

### Wider public transport

Children make significant use of the wider public transport system, particularly public buses and trains. Its use by children, particularly in peak times, should be kept to an absolute minimum.

We encourage parents, colleagues and children to walk or cycle to school where possible.

### Face coverings

Children should not board home-to-school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus.

Children and young people aged 11 and over must wear a face covering when travelling to secondary school on dedicated school or public transport. A face covering is a covering of any type that covers your nose and mouth. This does not apply to people who are exempt from wearing a face covering on public transport.

#### *When wearing a face covering you should:*

- Wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting on, taking off and after removing a face covering;
- Avoid wearing on your neck or forehead;
- Avoid touching the part of the face covering in contact with your mouth and nose, as it could be contaminated with the virus. Only handle the straps, ties or clips;
- Change the face covering if it becomes damp or if you've touched it;
- If single-use, dispose of it carefully in a residual waste bin and do not recycle;
- If reusable, wash it in line with manufacturer's instructions at the highest temperature appropriate for the fabric.

## School meals

Our kitchens are fully open for meal service to all children who want them including those eligible for free school meals or universal infant free school meals.

Payment for school meals can be made online through TUCASI.

## Remote education

Attendance will be mandatory for all children of compulsory school age from 8th March. Schools are still required to provide remote education to children where their attendance would be against coronavirus legislation. This includes where such guidance means a class, group or small number of children need to self-isolate or that clinically extremely vulnerable children are to shield.

For secondary schools, during the phased return, schools will provide remote education for all children not yet expected to attend on-site.

Remote education should be equivalent in length to the core teaching children would receive in school. As a minimum, we will provide:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children;
- Key Stage 2: 4 hours a day;
- Key Stages 3 and 4: 5 hours a day.

## Special educational needs

If children with SEND are not able to be in school, we will work collaboratively with families and put in place reasonable adjustments so that children with SEND can successfully access remote education.

## Mental Health

We know some children have encountered a range of challenges to their mental health including anxiety, bereavement and, in some cases, increased safety and welfare risks. We encourage families to talk to us. We can support families and signpost additional services.



## Estates

### Ventilation

Good ventilation can help reduce the risk of spreading coronavirus. Therefore, we are focused on improving general ventilation throughout the building with fresh air and mechanical systems.

The best way to maintain and increase the supply of fresh air is by opening windows and doors (unless fire doors). Everyone should be conscious of preventing pockets of stagnant air in occupied spaces with the introduction of fresh outside air, where possible. In some cases, this may be best achieved with the use of fans or desk fans. The risk of transmission using fans is extremely low providing there is good ventilation in the area preferably provided with fresh air.

### Fire drill

We regularly review procedures for a fire drill during the pandemic. Fire takes precedence – we exit the building as normal. Social distancing will be observed as best as practicably achievable at the muster point (playground). We practice this drill routinely throughout the year.

### School uniform

All children should return in full uniform. Uniform plays a valuable role in contributing to the ethos of a school and setting an appropriate tone.

Uniforms should be cleaned regularly using normal methods. Families who are struggling to meet uniform requirements should contact the school.

### Cleaning

Most cleaning takes place at the start and end of the school day. Enhanced hygiene focuses on:

- Surfaces (especially those that children are touching);
- Desks and chairs;
- Doors and handles;
- Toilets, sinks and taps;
- Bannisters and light switches.

Colleagues are asked to support good hygiene practices throughout the day:

- Maintenance of good hygiene practices throughout the school;
- Maintenance of personal resources e.g. wiping down the keyboard;
- Wiping down surfaces or resources after some activities;
- Understanding what resources have been used.

Cleaners undertake routine tasks over the course of the day. These include:

- Emptying bins and ‘double-bagging’;
- Cleaning dedicated and specialist spaces after use;
- Cleaning specific resources;
- Safely disposing of waste (in line with guidance).

**Enhanced Cleaning Protocols are located at [Appendix E](#).**

## Kitchen

Chartwells, our provider, has undertaken a deep clean of kitchens and food preparation areas. They have introduced safe practices in line with guidance.

## Premises management

### Visitors to site

We work to minimise the number of visitors to school where possible. Although supply teachers, peripatetic tutors and other temporary workers can now move between schools, use of such human resources is kept to a minimum.

### **All non-essential visits should be replaced with telephone calls or online meetings.**

Where it is necessary to welcome visitors to school, individuals are expected to comply with our arrangements including taking care to maintain distance from children and colleagues.

Visual prompts are in use throughout the site to encourage a two-metre distance.

Other visitors to site are managed in our reception area. All visitors should report to reception and state their business. Requests for meetings are taken and telephone calls arranged for a later date. Packages are to be left in the reception area for collection when cleared.

- Reception glass remains closed, or a two-metre distance is maintained;
- All visitors need to acknowledge the visitor statement on arrival;
- No visitors are allowed inside the building without prior approval from the Head.

### Contractors

Some contractors attend site but do not mix with children or colleagues. To be on site, their employer must demonstrate in advance how they meet the requirements for their sector.

Contractors are given an induction on protocols by a premises officer before starting any work.

## Workforce

### Staffing arrangements

We carefully consider staffing arrangements however, we need to plan for several occurrences:

- Self-isolation;
- Return from self-isolation;
- Awaiting the outcome of testing;
- Changes in household circumstances e.g. others self-isolating, shielding etc.

Therefore, we ask colleagues for their support in managing situations as and when they arise.

### Flexibility

For school to run in a calm and orderly manner, we ask colleagues to be flexible in some of their approaches to work, such as:

- Arriving and departing the premises in specified 'windows';
- Reviewing their chosen mode of transport to work;
- Minimising the time spent on school site;
- Limiting access to some parts of the premises;
- Minimising the use of shared resources;
- Minimising face-to-face adult contact and adopting digital approaches;
- Maximising opportunities to 'work from home'.

### Training

There is an induction programme for all professionals working in the school. This includes:

- Access to risk assessments and the updated action plan;
- Access to updated policies and protocols;
- Training to support health and safety procedures;
- Training to support the implementation of the above;
- COVID-Security to be a standing item on the agenda of staff meetings.

Policies and protocols are regularly updated to reflect current guidance from UK Government, local authority and education trust. Colleagues are notified of such updates.

Training is provided on the safe use of the PPE used by the school.

This action plan is regularly updated and shared with colleagues. Feedback is invited. We listen to the views of colleagues through nominated representatives.

**Communication Protocols are located at [Appendix F](#).**

### Personal hygiene and toilets

Colleagues are encouraged to practice good personal hygiene. Work clothes should be cleaned regularly using normal methods.

Colleagues should use allotted toilets. Toilets should be flushed after use. Seats can be wiped down after use in staff and visitor toilets. Taps should be turned off after drying hands with a paper towel.

## **Well-being**

We regularly review our approaches to minimise any detrimental impact on colleagues' well-being. This includes regular discussions with line managers and appraisers. Schools have a staff well-being representative.

## **Workload**

We regularly review our approaches to ensure no-one has unmanageable workload due to the ways we are asking colleagues to work. Where we can, we seek to remove unnecessary workload burdens to maximise colleagues' time to plan and prepare the response.

## **Fitness for work**

We ask all colleagues to update us immediately of any changes that may impact on their fitness for work. This may include:

- Displaying of symptoms of coronavirus;
- People you live with displaying symptoms of coronavirus;
- Change in circumstances of those you live with that might impact on your ability to work;
- Change in your own well-being or, physical and mental health;
- Bereavement.

## **Black, Asian and Minority Ethnic (BAME), Disability, other groups**

Periodically, we review our arrangements to ensure more vulnerable groups do not face any disproportionate risks when undertaking their duties in the workplace. Amongst others, as highlighted in national guidance, we consider employees from BAME groups, those with disabilities and underlying health issues or those over the age of 50.

## **Employee assistance**

These are challenging times for everyone. All Aquinas colleagues can access a confidential employee assistance programme on 0800 030 5182. Please don't hesitate to call if you need support. Alternatively, raise your concerns with your line manager, headteacher or personnel officer.

## Education

### Priorities

We have identified the following education principles to guide our response to the pandemic:

- **Children receive a high-quality education;**
- **Children are taught the full range of subjects;**
- **If needed, remote education is of similar high-quality and align with the curriculum;**
- **There is additional focus on socialisation, routines and health education;**
- **Children are safeguarded.**

### Curriculum

**In Nursery**, we focus on the prime areas of learning including communication and language, personal, social and emotional development (PSED) and physical development.

**In Reception**, we also fill gaps in language, early reading and mathematics.

**In Key Stages 1 and 2**, we focus on re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) as well as creating opportunities across the curriculum so children read widely, and develop their knowledge and vocabulary.

**In Key Stage 3**, we ensure all students are taught the full range of subjects, including sciences, languages, humanities, the arts, sport, RE and life education. We focus particularly on addressing gaps in English and maths by revisiting objectives from key stage 2.

**In Key Stage 4**, we provide extra support to catch up on any critical content students have missed relating to the requirements of qualification specifications. Students in Years 10 and 11 continue to study all their examination subjects.

### Physical education

We promote outdoor activities and minimise the use of indoor spaces. We choose activities that maximise distance. Children are kept in consistent groups and we do not plan for contact sports. There is minimal use of specialist outdoor equipment and shared resources. When resources are used they are either allocated to specific groups, held fallow for a period or cleaned after use.

### Health education

An important part of the curriculum is teaching children about their health during a pandemic in an age-appropriate way. Colleagues explicitly teach and supervise health and hygiene arrangements such as hand washing, tissue disposal and toilet flushing.

Colleagues re-enforce the avoidance of touching the mouth, nose and eyes.

### Music, dance and drama education

Music, dance and drama will continue especially as this builds children's confidence and supports their wellbeing. We will continue to engage peripatetic teachers during this period.

These specialist subjects will be delivered in line with guidance.

### **Minimising contact between individuals**

We will take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between children in dance and drama.

Additionally, we will keep any background or accompanying music to levels that do not encourage teachers or other performers to raise their voices unduly.

### **Performances**

We will not be hosting any performances with an audience.

### **Physical activity in schools**

Children will be kept in consistent groups and equipment will be thoroughly cleaned between each use by different individual groups. Whilst some activity may be held indoors, outdoor sports will be prioritised, and large indoor spaces used where it is not, maximising natural ventilation flows, distancing between children, and paying close attention to cleaning and hygiene.

### **Educational visits**

Offsite trips and visits are currently paused.

### **Extra-curricular**

We will reinstate our breakfast and after-school club provision if viable, when needed.

### **Young persons' well-being**

Young people may be experiencing a variety of emotions in response to the pandemic such as anxiety, stress or low mood. We recognise some young people may need support to re-adjust to school; others may have enjoyed being at home for an extended period; a few may be showing signs of more severe anxiety or depression. We provide additional support where issues are identified.

### **Behaviour expectations**

We regularly update our behaviour management policy to set clear, reasonable and proportionate expectations of behaviour considering the pandemic. We work with colleagues, children and families to ensure new expectations are clearly understood and consistently supported, taking account of individual needs.

We use praise to reward positive behaviour and consequences to discourage poor behaviour. Whilst we opt to re-enforce positively new expectations, consequences may be used if necessary.

We work with any child struggling to re-engage with school including support to overcome barriers to attendance and behaviour so they quickly re-integrate back into school life.

### **Contingency planning for local outbreaks**

Where a class, group or small number of children needs to self-isolate, or there is a local lockdown requiring young people to remain at home, we will immediately offer remote education. We are also ready to reinstate our childcare offer for key workers and vulnerable children if required to do so.

### **Safeguarding**

The Child Protection Policy is regularly updated to reflect the most recent guidance.

The Designated Safeguarding Leads are:

- Katie Monks (Pugwash Nursery);
- Lisa Nice (Rye Community Primary School);
- Jest Carpenter (Rye College).

Alongside existing safeguarding issues, colleagues remain alert to:

- Signs of poor welfare because of school closure;
- Signs of poor mental health because of school closure;
- Signs of neglect that may have escalated during school closure.

### **Elective Home Education (EHE)**

Parents are strongly encouraged to send their children to school, particularly those who are vulnerable, despite any apparent unwillingness to attend. The decision to home educate is a significant undertaking and should not be taken lightly.

Schools are not required to provide any support to parents who have withdrawn their child for EHE.

### **In-year admissions**

If you would like to admit your child, you should follow our normal in-year admissions process.

### **Early Years**

#### **Prioritising early years places**

If there is a need to prioritise places we will give priority to:

- Vulnerable children and children of critical workers;
- Then 3- and 4-year-olds, in particular those who will be transitioning to reception;
- Followed by younger age groups.

#### **Minimise mixing**

Early years settings can operate at normal group sizes. We consider how to minimise mixing using different spaces for different age groups and keeping different groups apart as much as possible.

#### **Attending more than one setting**

There may be situations where a child needs to attend another setting, for example, children attending a childminder before we open so their parent can go to work.

Parents are encouraged to limit the number of settings their child attends; ideally ensuring their child only attends the same setting consistently. This is the same for colleagues.

#### **Attending as a new starter**

For children who are starting nursery for the first time, it is particularly important to have a successful start to their education. As part of our transition arrangements, we may invite parents of new starters into the nursery setting to aid with settling. These activities will be undertaken in line with our visitor risk assessment. In addition, these activities will be limited to the garden, conducted at a social distance with all adults wearing a face covering throughout.

# Rye Community Primary School

## Arrival and departure

### Transport

Transport arrangements have been reviewed:

- The bus from **Camber** runs as normal;
- The bus from **Rye Harbour** runs as normal.

We encourage all colleagues and families to walk or cycle to school.

### Coming on site

To maximise social distancing, families have a staggered arrival and departure by surname. Only one adult from each household should bring their child to school. It is imperative times are strictly adhered to and families move off the playground as quickly as possible so the playground does not become crowded. You will be encouraged to do this by leaders.

Surname	A-I	J-R	S-Z
Drop-off time	8:30 – 8:35am	8:35 – 8:40am	8:40 – 8:45am
Collection time	3:00pm	3:05pm	3:10pm
Remember “HANDS – FACE – SPACE”: Do not gather - maintain a distance.			

We minimise movement around the school site and keep left in the corridors.

Colleagues should enter and leave via the side doors by the nursery.

There is a one-way system in place on the school site. Keep to the left.

### Communication with families

Maintaining high levels of communication during this time is a challenge. During drop-off and pick-up, messages should preferably be passed on through the office. During the school day, the office is the first point of contact.

Short urgent messages from families may be passed if the discussion taking place is outdoors, short (no more than 5 minutes), and had two metres apart from the colleague. Extended communication should take place via telephone or email. Families should contact the office to arrange a conversation with the teacher via [office@ryeprimary.co.uk](mailto:office@ryeprimary.co.uk) or telephone 01797 222825.

Whilst families are welcome on school site, only employees can enter the school building unless specifically invited by arrangement.

**Communication Protocols are located at [Appendix D](#).**



## Inside classrooms

Classes are be homed in the same classroom and have access to the same outdoor area every day. Except for play times, these spaces will be for the exclusive use of each class or phase. Movement between year group bubbles should be minimised and essential.

The school is not using supply teachers. Senior leaders are available to cover classes if needed.

## Special Educational Needs and Disabilities

Children with special or additional educational needs, medical needs or existing reasonable adjustments have their access risk assessed with their families. Risk assessments are shared and discussed with teachers.

### The SENCO is Lisa Nice.

We know there may be additional children, including those with special educational needs and disabilities, who display symptoms of stress or anxiety and may need additional support.

All decisions on the delivery of provision for young people with SEND and more specifically with an EHC plan will involve parents, the young person and where relevant, the child's social worker.

## Layout

Furniture is organised in the classroom to maximise distancing. Distance tape is used at the teacher's desk and by the sink as a visual reminder of 2 metres. Unnecessary items are removed from the classroom.

All children are assigned a specific seat and table. Carpet time is encouraged with children assigned a specific spot. Seating plans are agreed and maintained. Seats and desks should face the same direction. Teachers work behind or to the side of children, where possible.

It is important to reduce contact between people as much as possible. We encourage children to socially distance within their bubble where it is achievable. Colleagues should be conscious of the distance they place between themselves and others.

## Resources

Soft furnishings, toys and resources that are hard to clean are removed from the classroom.

Resources such as play-dough are only used once before being replaced. Resources such as small-world play are disinfected at the end of every day, by being placed into an antibacterial solution.

Large resources such as bricks are wiped down with anti-bac spray at the end of every day. Some specific resources such as train sets are only used once a week on specific days (to allow them to lie fallow for 72 hours) to minimise infection, wiped down with anti-bac spray if visibly dirty and subject to a half-termly clean.

## Staggered approaches

To minimise mixing and maximise distancing, we run a **staggered timetable** throughout the day. Whilst each class has a similar structure each day, between the groups they vary. These include break times, play times, lunch times and access to parts of the site.

## Routine approaches

To maximise good health and hygiene, we observe some systemic approaches throughout the day. Whilst each class has a staggered timetable, all groups must adhere to systemic approaches. These include:

- Everyone hand washing on arrival, on departure;
- Registration at the very start of the day and immediately after lunch;
- Everyone hand washing before break and lunch, after break and lunch;
- Everyone hand washing before going outside and after going outside;
- Children eating their lunch in the classroom.

**Teachers and assistants use a greeting routine every morning to welcome children into the classroom and wash their hands immediately on arrival.**

## Drinking water

As part of their personal equipment, all children should bring a named water bottle to school that is filled up in the classroom. Children should only drink water from their water bottle.

## Ventilation

Windows and external doors remain open where possible. Internal doors onto the main corridor may be opened with a wedge, unless they are fire doors. Air-conditioning is assessed on a room-by-room basis. Teachers are encouraged to balance heating against the need to ventilate a room.

## Shared resources

Children should not touch the classroom display screen. Avoid using interactivity with children.

Colleagues should wash their hands and surfaces, before and after handling children's books. Children's books can be removed from the classroom to be marked at home.

Reading books are sent home in bulk at the start of the week to reduce unnecessary sharing.

## Stationery

Children should have their own stationery that is kept in school. Sharing of other stationery and equipment is minimised.

## Physical activity

Physical activity is encouraged. Children should take part in such activities as an individual rather than teams whilst maximising opportunities to distance. Activities involving several classes or competitive team sports do not take place.

Access to designated parts of the field is indicated in the timetable.

## Behaviour management

We continue to use “Good to be Green” however; some practices have changed to reflect new arrangements in the school. Colleagues clearly communicate new expectations with children and use positive re-enforcement over consequence, but consequence where necessary:

- Following new routines for:
  - Arrival or departure;
  - Hygiene, such as hand washing and sanitising;
  - Respiratory hygiene, e.g. catch it, bin it, kill it;
  - Use of toilets;
- Following expectations about:
  - Coughing or spitting at or towards any other person;
  - Not sharing equipment or items such as drinking bottles;
- Staying in friendship groups and class bubbles;
- Moving around the school as per specific instructions (e.g. out of bounds areas, queuing);
- Telling an adult if they are experiencing symptoms of coronavirus.

Colleagues make reasonable adjustments for children with more challenging behaviours.

## Outside the classroom

### Movement around the building

All colleagues enter and depart using the side doors by the nursery.

In corridors, there is a “keep left, observe a distance” approach with floor signage to support this. Queues should not form. If they do, they are to be dispersed. Posters supporting this guidance are displayed around the school building.

Whilst children and colleagues in different classes are kept apart, brief contact, such as passing in a corridor, is **low risk**.

### Shared spaces

The main hall is not used for collective gatherings: assemblies are replaced with circle time in each class bubble. Physical activities such as sport may take place in the hall. There are no sharing assemblies for the time being.

The music, art rooms are not being used. Specialist teaching spaces such the inclusion room will only be used by named children supervised by a member of the inclusion team.

### Staffroom

The staffroom is a place of respite however; social distancing must always be practiced.

Basic white goods are provided: refrigerator, microwave, and kettle. Specific items are allocated to particular groups of colleagues e.g. ‘early years’. All white goods should be wiped down after use.

### Everyone must be conscious of high-use touch points.

Colleagues that meet one another outside of class should maximise distancing and minimise their interaction – typically no more than 15 minutes.

## Offices

Colleagues should only work in their assigned offices. There should be no casual visits to offices. Communication via telephone and email should be maximised.

Photocopying should be done throughout the day. Colleagues should wash their hands before and after or use the nearby sanitise station.

## Limitations

Some working environments such as offices, staffrooms, staff kitchens, medical rooms will have notices to limit the number of adults who should be in the space at one time or encourage the keeping of a two-metre distance. Colleagues should adhere to the advice.

## Lunchtime

Children in the nursery are welcome to bring in a packed lunch or they may have a school meal. This can be arranged through the nursery manager if paid in advance through TUCASI.

### **Cash is not accepted.**

Children may bring a packed lunch into school with them. They may not share their packed lunch with other children in their class. All resources associated with a packed lunch are considered the personal property of the child and to be treated as such including being labelled.

Lunches last 45 minutes and food is eaten in the classroom. Chartwells lunches are brought to the classroom. Again, this must be paid for in advance through TUCASI.

### **Cash is not accepted.**

## Snacks

Children can bring in their own snacks. Fruit is allocated to each bubble for children to eat.

## Clubs

At present, there are no clubs after-school, in the morning or at lunchtime. School starts and ends promptly. This remains under review.

## Pupil toilet facilities

Children access toilets from their classroom. Children should only use cubicles allotted to their class and only when available. Toilets should be flushed. They should wash their hands afterwards and only use paper towels to dry their hands on. Towels should be disposed of in the bin provided.

## Rye College

### Arrival and departure

#### Transport

The local authority is reviewing school transport arrangements.

Families should check arrangements with their bus and train operator prior to travel.

We encourage all colleagues and families to walk or cycle to school.

#### Coming onto site

To maximise social distance, we open the school site at 8 am. Due to the limitations of public transport we encourage early arrival.

**Breakfast club is available in the canteen from 8am.** Students accessing Breakfast club are required to remain in their bubble throughout.

All students arriving **on foot** should use the back gates via Freedom Leisure.

Students arriving **by car** should be dropped off by main reception.

**Students should to be on site and in their designated tutor room before 9am.**

Lesson 1 starts at 9:20am. Students arriving after this time will be marked as late.

Only one adult from each household should bring their child to school.

There is a one-way system in place on the school site.

Colleagues enter and leave via the side doors by the **main reception**.

#### Communication with families

Maintaining high levels of communication during this time is a challenge. During drop-off and pick-up, all messages should be passed on through the office. During the school day, the office is the first point of contact.

At present, there is no face-to-face contact between teachers and families. All communication takes place via telephone or email. Families should contact the office to arrange a conversation with the teacher via [office@ryeoffice.co.uk](mailto:office@ryeoffice.co.uk) or telephone 01797 222545.

Whilst families are welcome on school site, only employees can enter the school building.

**Communication Protocols are located at Appendix D.**

#### Lunchtime

We offer a full meal service through our provider. Chartwells work in line with their own protocols agreed with the school.

We offer free school meals to all students in receipt of benefit related free school meals. A “grab-and-go” service is operating in the canteen, cube and studio against a staggered lunchtime.

We encourage families who wish to pay for a school meal, to do so through TUCASI. Students can also top-up their cards using the machines in the canteen.

Students may bring a packed lunch into school with them. They may not share their packed lunch with other students. All resources associated with a packed lunch are considered the personal property of the student and to be treated as such including being labelled.

Breaks last 30 minutes and food can be eaten in the classroom. Year groups have designated break slots and dedicated canteen outlets.

Morning and afternoon breaks are divided into three slots to minimise mixing of year groups:

- Morning break:
  - a. 10.20 – 10.50am;
  - b. 10.50 – 11.20am;
  - c. 11.20 – 11.50am.
- Afternoon break:
  - a. 12:50 – 13.20pm;
  - b. 13:20 – 13.50pm;
  - c. 13:50 – 14.20pm.

Furniture in the canteen is arranged to encourage young people to sit side-by-side and facing in the same direction where possible.

### **Snacks and water**

Students should bring in their own snacks and water bottles. Water is available to purchase from the canteen otherwise students' own water supply should last the day.

### **Clubs**

Breakfast club opens from 8am. At present, there are no clubs after-school or at lunchtime.

Detentions take place during lunchtimes and after-school to re-enforce behaviour management.

### **Student toilet facilities**

Students access allocated toilets using the one-way system. Students should only use cubicles allotted to their year and only when available. Toilets should be flushed. Students should wash their hands afterwards and only use paper towels to dry their hands on. Towels should be disposed of in the bin provided. We use:

- Allotted cubicles;
- Paper towels;
- Liquid soap.

### **Adult toilet facilities**

Adults may use the toilet facilities throughout the day – preferably through their staggered breaks and lunches to avoid mixing with others and queuing. Toilets should be flushed. We use:

- Paper towels;
- Liquid soap.

## Inside classrooms

### Grouping

At Key Stage 3 (Years 7, 8 and 9) students are grouped into class bubbles. At Key Stage 4, students are grouped into year bubbles to allow for specialist teaching in option subjects.

Teaching assistants are given a personalised timetable to minimise unnecessary contact.

At Key Stage 3, classes are mainly homed in the same classroom throughout the day. Classes may move to specialist teaching spaces when required but this is kept to a minimum.

At Key Stage 4, students move around the school to access specialist-teaching environments but this is limited as far as possible. There is a one-way system for movement around the school.

Year groups are assigned zones within the school for break and lunch. These spaces are for the exclusive use of each year group.

Within classrooms, all students are assigned a specific seat and table. Seating plans should be agreed and maintained. Seats and desks should face the same direction, where possible. Teachers should work behind or to the side of children, where possible.

It is important to reduce contact between people as much as possible. We encourage children to socially distance within their bubble where it is achievable. Colleagues should be conscious of the distance that they place between themselves and others in their bubble.

### Special Educational Needs and Disabilities

Students with special or additional educational needs, medical needs or existing reasonable adjustments have their access to the setting risk assessed with their families. Risk assessments are shared and discussed with teachers.

**The SENCO is Matthew Townsend.**

Colleagues should be aware there might be additional students, including those with special educational needs and disabilities, who display symptoms of stress or anxiety and may need additional support.

All decisions on the delivery of provision for young people with SEND and more specifically with an EHC plan will involve parents, the young person and where relevant, the child's social worker.

## Timetable

### Staggered approaches

To maximise social distancing and minimise social mixing, we run a **staggered timetable** throughout the day. Whilst each year has a similar structure each day, between the groups they vary. These include:

- Break times;
- Access to some parts of the site.

## Routine approaches

To maximise good health and hygiene, we observe some systemic approaches throughout the day. All adults and students must adhere to systemic approaches. These include:

- Colleagues hand washing on arrival and on departure;
- Registration at the very start of the day and immediately after lunch;
- Everyone sanitising their hands on entering a teaching room;
- Everyone hand washing before break and lunch, after break and lunch;
- Everyone hand washing before going outside and after going outside;
- Children eating their lunch in the classroom or designated zones.

**Teachers and assistants should use a greeting routine every morning to welcome students into the class bubble and wash or sanitise their hands immediately on arrival.**

## Classroom management

Furniture is organised in the classroom to maximise distancing. Distance tape is used at the teacher's desk and white-board as a visual reminder of 2 metres. Unnecessary items are removed from the classroom.

Soft furnishings, games and resources that are hard to clean are removed from the classroom. Resources such as clay are only used once before being replaced. Some specific resources, such as scientific laboratory equipment and sports' equipment, that are shared between classes are cleaned between class usages. Otherwise, resources are only used once a week on specific days (to allow for 72 hours) to minimise infection, wiped down with anti-bac spray, if visibly dirty, and subject to a half-termly clean.

## Drinking water

As part of their personal equipment, all students should bring a named water bottle to school. Students should only drink water from their bottle.

## Ventilation

Windows and external doors remain open, where possible. Internal doors onto the main corridor may be opened with a wedge unless identified as a fire door. Air-conditioning is assessed on a room-by-room basis. Teachers are encouraged to balance heating against the need to ventilate a room.

## Shared resources

Students do not take school resources home except for library books.

Colleagues wash their hands and surfaces, before and after handling students' books.

Students' books can be removed from the classroom to be marked at home.

Students should not touch the classroom display screen.

## Stationery

Students must bring in their own stationery and equipment. Sharing of other resources is minimised.



## Physical activity

Physical activity is encouraged. Students take part in such activities as an individual rather than teams whilst maximising opportunities to distance. Activities involving several bubbles or competitive team sports do not take place.

Access to designated parts of the field is indicated in the timetable.

## Behaviour management

We continue to use the three-step process. However, however some practices have changed to reflect new arrangements in the school. Colleagues clearly communicate new expectations with students and use positive re-enforcement over sanction, but sanction where necessary:

- Following new routines for:
  - Arrival or departure;
  - Hygiene, such as hand washing and sanitising;
  - Respiratory hygiene, e.g. catch it, bin it, kill it;
  - Wearing of face masks where required;
  - Use of toilets.
- Following expectations about:
  - Coughing or spitting at, or towards, any other person;
  - Not sharing equipment or items such as drinking bottles.
- Staying in class and year group bubbles;
- Moving around the school as per specific instructions (e.g. out of bounds areas, queuing);
- Telling an adult, if they are experiencing symptoms of coronavirus.

Colleagues make reasonable adjustments for students with more challenging behaviours.

## Outside the classroom

### Movement around the building

All colleagues should arrive and depart using the main reception.

In corridors, there is a strict one-way system with floor signage to support this. Queues should not form, except in the canteens where they are supervised to allow for social distancing. If they do, they are to be dispersed.

Posters supporting this guidance are displayed around the school building.

Whilst students and colleagues are kept apart as far as possible, brief transitory contact, such as passing in a corridor, is **low risk**.

### Shared spaces

The main hall is not be used for collective gatherings: assemblies are replaced with tutor activities in each class bubble. Physical activities such as drama may take place in the hall.

### Staffroom

The staffroom is a place of respite however social distancing must always be practiced.

Basic white goods are provided: refrigerator, microwave, and kettle. Specific items are allocated to groups of colleagues e.g. 'admin'. All white goods should be wiped down after use.

**Everyone must be conscious of high-use touch points.**

Colleagues that meet one another outside of class should maximise distancing and minimise their interaction – typically no more than 15 minutes.

**Offices**

Colleagues should only work in their assigned offices. There should be no casual visits to the office. Communication via telephone is maximised.

Photocopying should be done throughout the day. Photocopying should be done throughout the day. Colleagues should wash their hands before and after or use the nearby sanitise station.

**Limitations**

Some working environments such as offices, staffrooms, staff kitchens, medical rooms will have notices to limit the number of adults who should be in the space at one time or encourage the keeping of a two-metre distance. Colleagues should adhere to the advice.

# Appendices

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## Appendix A: Aide memoire for all colleagues

### Promote the 'prevention' control measures

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

### Understand the 'response to any infection' control measures

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

### Symptoms

- Do not come to work if you have coronavirus symptoms;
- If you develop symptoms at work, inform the head, go home and access a test as soon as possible (Human Resource can support you with access to a test).

### Hygiene

- Clean your hands more often than usual - with running water and soap. Dry them thoroughly on a paper towel or use sanitiser ensuring all parts of the hands are covered;
- Promote the 'catch it, bin it, kill it' approach;
- Avoid touching your mouth, nose and eyes;
- Clean frequently touched surfaces regularly using standard cleaning products.

### Workplace

- Keep your windows open if possible for air flow;
- Monitor the number of children from your class using the toilet;
- Limit your contact with other colleagues, and don't congregate in shared spaces, especially if they are small rooms;
- Make sure you have read this guidance and know what is expected of you.

## Appendix B: Infection control

There are important actions children, families and colleagues can take during the coronavirus outbreak, to help prevent the spread of the virus.

In all schools preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces).

This guide outlines a range of approaches and actions. These are a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- **Minimising contact with individuals who are unwell** by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges;
- **Cleaning hands more often than usual** - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered;
- Ensuring good respiratory hygiene by promoting the '**catch it, bin it, kill it**' approach;
- **Cleaning frequently touched surfaces** often using standard products, such as detergents and bleach;
- **Minimising contact and mixing** by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times);
- Wearing of **face coverings** by adults and students (secondary) when moving around the premises and in classrooms where social distancing cannot be easily maintained.

### Minimising contact with individuals who are unwell

- Families **must** contact the school as soon as possible if they believe their child or a family member in their household has been exposed to coronavirus.
- Colleagues **must** contact the school as soon as possible if they believe they or a family member in their household has been exposed to coronavirus.
- All young people are made aware of the Infection Control protocols in pastoral time and are taught to **tell an adult if they begin to feel unwell**.

### Cleaning hands more often than usual

- **All visitors must** sanitise their hands on arrival;
- **All colleagues must** wash (or sanitise) their hands on arrival to a classroom;
- **All young people must** wash (or sanitise) their hands on arrival to a classroom;
- **Everyone must** wash (or sanitise) their hands throughout the day in line with the timetable.
- **Everyone must** wash (or sanitise) their hands before they leave.
- Use paper towels rather than hand dryers.
  
- Classrooms have the following equipment:
  - Liquid soap;
  - Paper towels;
  - Or, a sanitise station.

- Check children use the allotted toilets, flush and wash their hands;
- Use bins provided. Bins are emptied throughout the day;
- When there is an opportunity to wash your hands – **wash your hands**;
- Prompt others to **wash their hands**.

### **Catch it, bin it, kill it**

- Catch it – germs spread easily. Always carry tissues and use them to catch coughs and sneezes. Otherwise, catch them in your elbow.
- Bin it – germs can live for hours on tissues. Dispose of your tissues as soon as possible. Bins are regularly emptied – lidded bins are on their way.
- Kill it – hands can transfer germs onto every surface they touch. Clean your hands as soon as you can.

### **Cleaning frequently touched surfaces**

#### **Cleaning**

- Wash frequently touched surfaces with a clean, reusable cloth or a disposable towel dipped in detergent and warm water;
- Scrub vigorously to remove dirt and soil. Use a brush if necessary;
- Rinse surfaces with warm to hot water to remove cleaning products and debris;
- Disposable towels are preferred for cleaning. If using reusable cloths, launder in hot water between cleaning uses.

#### **Disinfection**

- Follow the instructions on the label of the disinfecting solution.

Do not mix disinfectants and cleaners unless the label indicates that it is safe to do so. The most common inappropriate mixture of cleaning agents is bleach with an acid or ammonia.

- Prepare a disinfecting solution daily or as needed;
- Using a clean reusable cloth or a disposable towel, apply enough disinfecting solution to cover the surfaces thoroughly;
- Let the solution stand for the contact time given on the label. Make sure there is enough disinfecting solution on the surface to stay wet for the recommended contact time

Replace the disinfecting solution and cleaning cloths on a regular basis, such as when the water is visibly dirty, to reduce the contamination of other surfaces with dirty cleaning products.

#### **Cleaning electronic items**

- Use disinfecting wipes;
- Wipe the entire surface, paying special attention to keyboards and buttons;
- One may use more than one wipe to keep the surface wet for the given contact time.

#### **Cleaning toys**

- Toys being used daily should be cleaned and sanitised daily;

- Any plastic or rubber toy that enters a child’s mouth must be sanitised and air-dried, or washed at a high temperature (80°C).

Be sure to check the manufacturer instructions to determine if the dishwasher will reach the correct temperature for the final rinse. If the dishwasher does not reach this temperature, then sanitise toys using a cleaning product.

- For toys that can be immersed, pour the sanitising solution in a large basin or sink. Remove all visible debris from the surface of the toys, and allow the toys to soak for one to five minutes to achieve sanitization;
- For toys that cannot be immersed in sanitizing solution, clean all surfaces of the toy ensuring that clean cloths and solutions do not become contaminated (do not double dip). Allow surfaces to remain wet for 1 to 5 minutes to achieve sanitisation;
- For soft toys, pre-wash to remove visible debris. Then wash with detergent/bleach. Discard if necessary;
  - Machine-wash the soft toys in hot water (60-70°C) using cleaning products if fabrics are white;
  - Dry toys in a dryer on the high heat setting.

### ***Nappy-changing stations***

- Surfaces should have a plastic covered pad without cracks;
- Use a disposable material to cover the changing table pads. Discard after each diaper change;
- Clean the surface after every diaper change by washing with detergent and water and rinsing with clean water;
- Apply disinfecting solutions, following recommended contact time;
- Let the station air dry before the next use.

### **Minimise mixing – maximise distance (Social Distancing Protocol)**

Where possible, maximise distance. Put a distance between adults and young people, where possible. Because distancing is not always possible, remember also to minimise mixing.

The steps taken to minimise mixing include, but are not limited to:

- Maintain bubbles: first class – then year group – then key stage – then whole-school;
- Minimise movement through the school. Where colleagues are moving between classes and year groups, maximise the distance with other colleagues or young people.
- Minimise the number of other adults entering class during the day e.g. cleaners, first-aiders; leadership offering support;
- Maximise outdoor opportunities using the zoned areas, maximise solo play;
- Minimise time spent using corridors;
- Minimise the number of shared areas, even if used sequentially.
- Do not organise competitive or contact sports;
- Do not needlessly move between classrooms or bubbles;
- Do stick to any staggering so the day remains calm and orderly for everyone.

## Appendix C: Medical/nominated room

In the first instance, monitor the child in the classroom to establish if they have symptoms. The main symptoms of coronavirus are:

- High temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature);
- New, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual);
- Loss or change to your sense of smell or taste – this means you have noticed you cannot smell or taste anything, or things smell or taste different to normal.

**Any child displaying symptoms will be immediately referred to the nominated first-aider and moved to the nominated room (by first-aider).** All other children and adults are to remain in class.

- Colleagues supervising the medical room must wear appropriate personal protective equipment (first tier) if they cannot observe a minimum two metre distance. Windows should be open but the door closed;
  - Surgical masks;
  - Eye protection;
  - Disposable gloves;
  - Disposable plastic aprons.

**The first-aider will place a red warning triangle on the outer door to indicate there is a potentially infectious person in the room. The window in the room is left open.**

- If needed, children in the medical room will use the ground floor disabled toilet. This toilet is reserved for medical room use only.

**If symptoms are present, the child's family will be asked to collect.**

- A child's temperature can be taken using the electronic thermometer and recorded. All readings must be reported to the child's family. For children, a normal temperature is around 36.4°C (97.4°F). Generally, a fever is considered a temperature higher than 37.5°C (99.5°F), but since what is normal can vary, what is a fever can be different from person to person.

**Areas accessed by a potentially infected child will be thoroughly cleaned once vacated. Used equipment including all PPE should be disposed using the yellow bin system in the medical room.**

- No one should come into the school if they have coronavirus symptoms or have tested positive in the last 7 days. Anyone developing symptoms during the day will be sent home.
- If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they will be sent home. They must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus.
- Other members of their household including any siblings should self-isolate for 14 days from when the symptomatic person first had symptoms.

## Appendix D: Communication protocol

During the pandemic, our communication protocols have changed to support the health, safety and well-being of all concerned. Please follow this guidance for effective communication.

### Arrival and departure

- School leaders facilitate drop-off and pick-up;
- There should be no close face-to-face contact during arrival or departure.

### Accessing the office

- All visitors to the site use the main entrance;
- All colleagues use the designated entrance;
- Visitors to the office should queue outside on the (2m) markings against the wall;
- Only one person or family in the foyer at a time;
- All visitors should sanitise whilst in the foyer;
- No visitors in the buildings without approval from the head;
- Office glass remains closed or two metres are maintained;
- Letters and parcels are left in the foyer until it has been vacated;
- Parents can leave a message for a teacher or request a phone call.

### Preferred ways to communicate

- In the first instance, use email then telephone;
- If urgent, individuals may attend the office;
- No cash – we only use TUCASI for payments e.g. lunches, nursery etc.

### Internal communication

- Stay in class;
- Use the telephone system;
- Use email for slow-mail;
- Avoid face-to-face contact.

### Family member collecting a symptomatic child

- If a child is symptomatic, they may have caught it from a family member;
- The family member arrives at the office and sanitises;
- Only one parent can enter the building with the approval of the head;
- The family member enters the building and immediately puts on a face covering (Tier 2);
- The family member must go directly to the medical room;
- The family member must leave with the child through the main entrance;
- Minimise all face-to-face contact.



## Appendix E: Cleaning protocol

Our cleaning team work hard to ensure classrooms and communal areas are regularly cleaned. Cleaning follows government guidance: '[PHE: Cleaning in non-healthcare settings](#)'.

During opening hours, there will be high-contact point cleaning and bin emptying.

Main cleaning takes place after everyone has left the building to minimise interaction and includes the following:

### Surfaces:

- Desk tops and undersides;
- Chairs (focus on chair backs, arm rests and undersides);
- Doors (focus on handles & leading edges);
- Sinks;
- Toilets, soap dispensers, towel holders, taps, basins, urinals, toilet roll holders and hand driers;
- Mirrors and coat hooks;
- Light switches;
- Bannisters & grab rails;
- Glazing (finger marks & contact points);
- Window handles;
- Lift call buttons;
- Photocopier keypads, microwave key pads and other high contact points.

### Waste:

- Ensure that bins for tissues are emptied throughout the day;
- Waste from bins should be double bagged and placed in the marked wheelie bin for disposal.

### Windows:

- Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.

### Floors:

- All floors to be hoovered;
- Hard flooring to be mopped.

### Personal Areas:

- Colleagues should use the wipes or cloths provided in each classroom to disinfect PC's, keyboards, phones and their general desk area.

If you notice that a surface has been missed in the routine clean, please raise it immediately with reception in order that arrangements can be made to rectify this.

Building:

General Area:

Specific Areas:

TASK	TO BE CLEANED / ACTIONED (Completed by Supervisor)	COMPLETED? (Completed by Cleaner)
Bins replaced - bags tied / doubled bagged / left in storage zone?		
Door handles, push plates, twist locks		
Light switches, trunking, window seals		
Computer keyboards and mice	Teachers to complete	
Phones	Teachers to complete	
Desktops and chair backs		
Glazed doors		
Window handles (only if high contact)		
Soap dispensers, paper towel holders, taps		
Toilet basins, urinals		
Toilet roll holders, hand dryers		
Sinks		
Mirrors		
Keypads		
Handrails		
Floors, stairs, carpet		
Additional - photocopiers, keypads, gas taps, cooker knobs, worktops and any other areas that are touched regularly		

Comments / Issues / Additional cleaning info:

Cleaner Name:

Date:

Signed: .....

## Appendix F: Induction checklist

All colleagues entering the workplace are given induction in accordance with the checklist.

- ✓ Read the 'Academy Action Plan';
- ✓ Read the 'Risk assessment for management during a pandemic';
- ✓ Read the relevant risk assessments to their role and undertakings;
- ✓ Understand control measures for prevention and response to any infection;
- ✓ Know where the updated policies can be found e.g. BlueSky.
  
- ✓ Fitness for work;
- ✓ Individual structured conversations (individual risk assessments);
- ✓ Safeguarding: stay alert for signs of neglect or failure to attend to good hygiene;
- ✓ Communication protocols: use the telephone, use email, limit face-to-face contact.
  
- ✓ Arrangements for arrival and departure of colleagues;
- ✓ Arrangements for arrival and departure of young people;
- ✓ Arrangements for staggering of the timetable e.g. lunch, breaks and zoned areas;
- ✓ Movement around school e.g. one-way systems, keep to the left;
- ✓ No cash by hand.
- ✓ Water bottles, lunch boxes and pencil cases are personal property;
- ✓ Staffroom arrangements;
- ✓ Ventilation.
  
- ✓ Personal cleaning; phone, computer, desk, 'wipe down as you go';
- ✓ Minimise mixing, maximise distance;
- ✓ Catch it, Kill it, Bin it;
- ✓ Hand washing;
- ✓ Young people's toilets, adult toilets;
- ✓ Tiers of Personal Protective Equipment (PPE).
  
- ✓ Procedure for managing symptoms;
  
- ✓ Cleaning;
- ✓ Visitors to site;
- ✓ Fire.