



# ACADEMY ACTION PLAN

Plans for management during a pandemic

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

**Last updated: 5th January 2022**  
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## Welcome

The government continues to manage the risk of serious illness from the spread of the virus. The Prime Minister announced on 27<sup>th</sup> November the temporary introduction of new measures as a result of the Omicron variant and on 8<sup>th</sup> December that Plan B was being enacted.

COVID-19 continues to be a virus that we learn to live with and the imperative to reduce the disruption to children and young people's education remains.

This action plan outlines for families, young people and colleagues the steps being taken to ensure our school communities respond appropriately. 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)

## 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 maintain an 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.

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

### Mixing and 'bubbles'

UK Government no longer recommend keeping children in consistent groups ('bubbles').

As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and we no longer need to make alternative arrangements to avoid mixing at lunch.

We will make sure our contingency plans cover the possibility that in some local areas it may be necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups.

Any decision to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.

### Tracing close contacts and isolation

Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.

As with positive cases in any other setting, NHS Test and Trace will work with the positive case and their family to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting coronavirus due to the nature of the close contact.

**From 14 December 2021, adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months identified as a contact of someone with COVID-19 are strongly advised to take a LFT every day for 7 days and continue to attend their setting as normal, unless they have a positive test result. Daily testing of close contacts applies to all contacts who are:**

- fully vaccinated adults – people who have had 2 doses of an approved vaccine;
- all children and young people aged 5 to 18 years and 6 months, regardless of their vaccination status;
- people who are not able to get vaccinated for medical reasons;

- people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine.

Children under 5 years are exempt from self-isolation and do not need to take part in daily testing of close contacts.

We will support pupils with SEND identified as close contacts by working with their families to agree the most appropriate route for testing including, where appropriate, additional support to assist swabbing.

## Face coverings

Face coverings help protect the wearer and others against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of COVID-19.

Face coverings should be worn by pupils in year 7 and above, colleagues and adult visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas. This is a temporary measure.

From January 4th, for pupils in year 7 and above, face coverings should be worn in classrooms. 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. This is also a temporary measure.

***These pupils should also*** wear a face covering when travelling on public transport and should wear it on dedicated transport to and from school.

***In secondary, teachers are not*** expected to wear a face covering in the classroom if they are at the front of the class, to support education delivery, although ***this can be determined by individual teachers themselves.***

In primary schools, face coverings should be worn by ***colleagues*** and adults (including visitors) when moving around in corridors and communal areas. Health advice continues to be that children in primary schools should not be asked to wear face coverings.

Face coverings do not need to be worn when outdoors.

We encourage pupils to bring their own face coverings to school though we retain a small number for use in emergencies.

### ***In circumstances where face coverings are recommended***

If there is a substantial increase in the number of positive cases in our school, a director of public health might advise us that face coverings should temporarily be worn in communal areas or classrooms (by pupils, colleagues and visitors, unless exempt). We have contingency plans to cover this possibility.

In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn.

Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission.

**We will make reasonable adjustments for disabled pupils to support them to access education successfully. Where appropriate, we will discuss with pupils and their families the types of reasonable adjustments that are being considered to support an individual.**

### **Stepping measures up and down**

We have contingency plans outlining what we would do if children, pupils, students or colleagues test positive for coronavirus, or how we would operate if we were advised to take extra measures to help break chains of transmission.

Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools will only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.

UK Government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.

## Control Measures

We now abide by the following control measures:

1. Ensure good hygiene for everyone;
2. Maintain appropriate cleaning regimes;
3. Keep occupied spaces well ventilated;
4. Follow public health advice on testing, self-isolation and managing confirmed cases.

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

### *1. Ensure good hygiene for everyone.*

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#### *Hand hygiene*

Frequent and thorough hand cleaning should now be regular practice. We will continue to ensure that pupils clean their hands regularly. This will be done with soap and water or hand sanitiser. When we wash our hands, we should do so for at least 20 seconds following guidance.

**In the primary, children will wash their hands at least three times a day; on entry, before break and before lunch.**

**In the secondary, children should sanitise their hands when entering a classroom, and directly before the use of some specific resources e.g. for science experiments.**

#### *Respiratory hygiene*

The 'catch it, bin it, kill it' approach continues to be very important. 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.** We ensure younger children and those with complex needs are helped to get this right.

#### *Use of personal protective equipment (PPE)*

Colleagues will not require PPE beyond what they would normally need for their work. Colleagues have access to third tier personal protective equipment including disposable gloves, disposable plastic aprons and sanitising wipes where appropriate.

### *2. Maintain appropriate cleaning regimes.*

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We will maintain an appropriate cleaning schedule. This will include regular cleaning of areas and equipment with a particular focus on frequently touched surfaces. **Colleagues are provided with a clean cloth and sanitising cleaning solution for their room.**

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

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

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We will focus on ensuring school is well ventilated and that a comfortable teaching environment is maintained.

**We will identify any poorly ventilated spaces as part of our risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, open events.**

Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. Where these exist, we will increase the ventilation rate wherever possible and check to confirm that normal operation meets current guidance and only fresh outside air is circulated.

Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used where safe to do so. **FIRE DOORS MUST NOT BE PROPPED OR HELD OPEN.**

We will balance the need for increased ventilation with maintaining a comfortable temperature.

**UK Government are providing CO2 monitors to all state-funded education settings from September, so colleagues can quickly identify where ventilation needs to be improved.**

#### ***4. Follow public health advice on testing, self-isolation and managing confirmed cases.***

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

Pupils, colleagues and other adults should follow public health advice on when to self-isolate and what to do. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on coronavirus (for example, they are required to quarantine).

**If anyone in school develops coronavirus symptoms, however mild, we will send them home and they should follow public health advice.**

For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.

If a pupil is awaiting collection, they will be left in a room on their own if possible and safe to do so. A window will be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. Any rooms they use will be cleaned after they have left.

**Everyone should follow the latest PHE stay at home guidance for households with possible or confirmed coronavirus infection.**

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

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



### *Asymptomatic testing*

Testing remains important in reducing the risk of transmission of infection within schools.

Colleagues and secondary-age pupils should continue to test twice weekly at home, with lateral flow device (LFD) test kits, 3-4 days apart. Testing remains voluntary but is strongly encouraged.

We will also retain a small asymptomatic testing site on-site so we can offer testing to pupils who are unable to test themselves at home.

We will encourage parents and other visitors to take a lateral flow device (LFD) test before entering the school.

There is no need for primary-age pupils to regularly test, unless they have been identified as a contact for someone who has tested positive for Covid-19 and therefore advised to take lateral flow tests every day for 7 days.

**Positive results should be reported to the school office.**

### *Confirmatory PCR tests*

Everyone should follow the latest guidance on confirmatory PCR tests after a positive LFT.

### *5. Other considerations.*

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Children and young people previously considered CEV should attend school and should follow the same COVID-19 guidance as the rest of the population. In some circumstances, a child or young person may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice.

We recommend all colleagues and eligible pupils take up the offer of a vaccine.

We will ensure contractors are aware of the schools' control measures and ways of working.

## School Operations

### Attendance

School attendance is mandatory for all pupils of compulsory school age and it is a priority to ensure that as many children as possible regularly attend school.

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.

### Travel and quarantine

Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.

### Remote education

Not all people with coronavirus have symptoms. Where appropriate, we will support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so.

We will maintain our capacity to deliver high-quality remote education for the next academic year, including for pupils who are abroad, and facing challenges to return due to coronavirus travel restrictions, for the period they are abroad.

Remote education will be equivalent in length to the core teaching pupils would receive in school.

We will work collaboratively with families to put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.

### Pupil wellbeing and support

Some pupils may experience a variety of emotions in response to the coronavirus pandemic, such as anxiety, stress or low mood. We will assist children through our systems of pastoral support.

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.

### School workforce

Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. **We will continue to discuss the health and wellbeing of CEV colleagues with them.**

**Whilst social distancing measures have ended, it remains an effective way of mitigating risk.**

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;
- 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.

### ***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.

**We recommend all colleagues take up the offer of a vaccine and remain up to date.**

### ***School meals***

We will provide free school meal support to any pupils who are eligible for benefits-related free school meals and who are learning at home during term time.

### ***Educational visits***

We will undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment.

## 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.

#### **FIRE DOORS MUST NOT BE PROPPED OR HELD OPEN.**

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.

### 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:

- Cleaning dedicated and specialist spaces after use;
- Cleaning specific resources.

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

### Kitchen

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

# Appendices

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## Appendix A: Aide memoire for all colleagues

### Promote prevention

- Minimise contact with symptomatic individuals by ensuring they do not attend the school;
- Ensure everyone is advised to clean their hands thoroughly and more often than usual;
- Ensure good respiratory hygiene for everyone by promoting 'catch it, bin it, kill it';
- Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents;
- Keep occupied spaces well ventilated;
- Where available, promote and engage in asymptomatic testing;
- Where necessary, ensure individuals wear the appropriate personal protective equipment;
- Where necessary, ensure face coverings are used.

### 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.

### 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;
- Clean frequently touched surfaces regularly using standard cleaning products.

### Workplace

- Keep your windows open where possible for air flow;
- **DO NOT PROP OR HOLD FIRE DOORS OPEN;**
- Monitor your contact with other colleagues, avoid spaces with poor ventilation;
- Make sure you have read this guidance and know what is expected of you.

## Appendix B: Infection control protocol

This guide outlines a range of approaches and actions.

- **Cleaning hands** by washing hands thoroughly for 20 seconds with running water and soap and drying 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.

### Cleaning hands more often than usual

- **All visitors should** sanitise their hands on arrival;
- **All colleagues should** wash (or sanitise) their hands on arrival to a classroom;
- **Everyone must** wash (or sanitise) their hands throughout the day.
- Classrooms have the following equipment:
  - Liquid soap;
  - Paper towels;
  - Or, sanitiser.
- Bins are routinely emptied;
- When there is an opportunity to wash your hands – **wash your hands**;
- Prompt others to **wash their hands**.
- **In the primary, children will wash their hands at least three times a day; on entry, before break and before lunch.**
- **In the secondary, children should sanitise their hands when entering a classroom, and directly before the use of some specific resources e.g. for science experiments.**

### 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.
- 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.

#### *Cleaning electronic items*

- Wipe the entire surface, paying special attention to keyboards and buttons.

#### *Cleaning resources*

- Colleagues should be aware of the need to sanitise and air-dry, or wash at a high temperature (80°C), any resources or materials that typically enter a child's mouth and may be routinely passed onto other children or adults.

## Appendix C: Medical/nominated room protocol

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 moved to the nominated room (by first-aider).**

- Colleagues supervising the medical room may wear appropriate personal protective equipment if they cannot observe a distance. Windows should be open but the door closed.
- 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.**

**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.**

## Appendix D: 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.

### 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)
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 E: Current mitigating measures

Updated 5<sup>th</sup> January 2022

Measure	Rye Primary	Rye College
Enhanced cleaning measures	✓	✓
Additional cleaning materials provided to colleagues	✓	✓
Face coverings in communal areas for pupils		✓
Face coverings in communal areas for colleagues	✓	✓
Face coverings in communal areas for visitors	✓	✓
Face coverings in classrooms for pupils		✓
Face coverings in classrooms for colleagues	Optional	Optional
Face coverings in classrooms for visitors	✓	✓
Recommend LFT for pupils		✓
Recommend LFT for colleagues	✓	✓
Recommend LFT for visitors	✓	✓
Classroom bubbles		
One-way systems		
Limiting assemblies to virtual or classroom	✓	
Limiting staff meetings to virtual or small groups	✓	✓
Routine hand washing/sanitising procedures	✓	✓
Reminders of hand washing procedures	✓	✓
Reminders of 'catch it, kill it, bin it'	✓	✓
Use of CO2 monitors	✓	✓
Monitoring of ventilation	✓	✓
Use of air filtration systems		
Additional PPE provided to colleagues in key areas	✓	✓
Use of some 'working from home' measures	✓	✓
Limiting the number of visitors on site	✓	✓
Limiting the number of parents and family on site	✓	✓
Encouraging face coverings during drop-off and pick-up	✓	✓