



# ACADEMY ACTION PLAN

Plans for management during a pandemic

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

**Last updated: 4th January 2021**  
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## Welcome

English schools closed to most of their pupils on Friday, 20<sup>th</sup> March. We supported our community by safely delivering childcare for key workers and those children who were potentially more vulnerable without school. During the summer term we began partial re-opening of our schools ahead of full re-opening to all our children and young people at the start of the autumn term.

From 4<sup>th</sup> January, we enter a period of temporary school closures for specific schools within local tier 4 restrictions. We remain open to children of key workers and other priority groups by liaison through our school offices. For all other children we will provide remote education from Tuesday, 5<sup>th</sup> January until restrictions are reviewed by the government.

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. This was accurate at the time of publication. We update this document as necessary.

Further details can be found online.

[www.gov.uk/coronavirus](http://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.



We are prepared for the possibility of a local lockdown and have plans for remote education if we should close again. To help with this, from time-to-time we undertake satisfaction surveys to improve the quality of our offer.

### Parent Satisfaction Survey

The survey ran for two weeks up to Wednesday, 8<sup>th</sup> July 2020.

Satisfaction Rates	Primary	College
<b>How was our communication during lockdown?</b> E.g. our letters/emails, updates and website.	97%	95%
<b>How was our support for children during lockdown?</b> E.g. telephone calls home and well-being checks.	91%	72%
<b>How was our support for families during lockdown?</b> E.g. free school meal vouchers and IT Loans.	94%	95%
<b>How was our support for learning during lockdown?</b> E.g. remote education, online resources and learning packs.	96%	84%
<b>Overall satisfaction</b>	<b>95%</b>	<b>86%</b>

### Coming into work

Whilst it is impossible to ensure a totally risk-free environment, the Office of National Statistics suggests employees in educational settings tend to be at no greater risk from coronavirus than many other occupations. There is little evidence to say children transmit the virus any more than adults.

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. **Steps can be taken to minimise risks.**

We are very conscious some members of our community are anxious about school. This is only natural – we work hard to reassure all parents, children and colleagues.

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

## Health and Safety

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

Like any other school, we must comply with health and safety law, which requires us to assess risks and put in place proportionate control measures. We regularly review our risk assessments and make plans using a system of controls.

### Essential measures

Essential measures include:

- A requirement that people who are ill stay at home;
- Robust hand and respiratory hygiene;
- Enhanced cleaning arrangements;
- Active engagement with NHS 'Test and Trace';
- Formal consideration of how to "minimise mixing and maximise distancing" wherever possible. To do this, we consider:
  - How we group children together;
  - How we avoid contact between groups;
  - How we arrange classrooms with forward facing desks;
  - How we maintain distance between children and colleagues as much as possible.

### Risk Assessment

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

**A separate over-arching risk assessment for managing the school during a pandemic is maintained.**

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

These are the actions schools must take as part of their control measures:

### Prevention

1. Minimise contact with individuals who are unwell by ensuring those who have coronavirus symptoms, or have someone in their household who does, do not attend school;
2. Clean hands thoroughly more often than usual;
3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach;
4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach;
5. Minimise contact between individuals and maintain social distancing wherever possible;
6. Where necessary, wear appropriate personal protective equipment (PPE).

### Response to any infection

7. Engage with the NHS Test and Trace process;
8. Manage confirmed cases of coronavirus amongst the school community;
9. 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 unwell by ensuring those who have symptoms, or have someone in their household who does, do not attend school.***

**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.

If a child is awaiting collection, they will be moved from class to a **nominated medical 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** they develop symptoms themselves (in which case, they should arrange a test), the symptomatic child tests positive or they have been requested to do so by NHS 'Test and Trace'.

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](#).**

If an individual with symptoms tests negative, then they should stay at home until they have recovered in the usual way and then return to school unless the individual has been identified as a close contact of a confirmed case, in which case they need to self-isolate for 14 days from their last contact with the confirmed case.

## ***2. Where recommended, use of face coverings in schools.***

[Redacted]

[Redacted]

[Redacted]

We will communicate any changes in arrangements quickly and clearly to colleagues, parents and young people.

Face visors or shields should not be routinely worn **as an alternative to** face coverings. As although they may protect against droplet spread in specific circumstances they are unlikely to be effective in preventing aerosol transmission, and therefore in a school environment they are unlikely to offer appropriate protection to the wearer on their own.

## ***3. Clean hands thoroughly more often than usual.***

Coronavirus is an easy virus to kill when it is on skin. This can be 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.

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

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

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

Regular and thorough hand cleaning will be needed for the foreseeable future.

Handwashing facilities or sanitise stations are available throughout the school.

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

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 routinely changed during the day.

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

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

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

An enhanced cleaning regimen has been developed. This includes:

- More frequent cleaning of rooms and shared areas used by different groups;
- Frequently touched surfaces being cleaned 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. Minimise contact between individuals and maintain social distancing wherever possible.***

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.

#### ***7. Where necessary, wear appropriate personal protective equipment (PPE).***

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.

### ***8. Engage with the NHS Test and Trace process***

We actively engage with NHS 'Test and Trace'. If a case is identified we will contact our local health protection team. Families and colleagues must be ready and willing to:

- **Book a test if they are displaying symptoms.** Colleagues and children must not come into school if they have symptoms, and will be sent home to self-isolate if they develop them in school. **All children can be tested, including children under 5 but children aged 11 and under will need to be helped by an adult if using a home testing kit;**
- Provide details of anyone they have been in close contact with if they were to test positive for coronavirus or if asked by NHS 'Test and Trace';
- Self-isolate if they have been in close contact with someone who develops coronavirus symptoms or someone who tests positive for coronavirus.

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. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

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

Families and colleagues must inform us immediately of the results of any test:

- **If someone tests negative**, if they feel well and no longer have symptoms like coronavirus, they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating;
- **If someone tests positive**, they must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until

their temperature returns to normal. **Other members of their household should continue self-isolating for the full 14 days.**

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

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.

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

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.

## **NHS Test and Trace App**

The NHS Test and Trace app is designed to "complement" Test and Trace, not replace it. For the app to work, the phone must be switched on and Bluetooth enabled. The app has six key features:

- Trace – alerts the individual if they were in close contact with a confirmed case;
- Alert – provides the individual with the risk level in their local area;
- Check in – allows the individual to check in to locations via NHS QR codes;
- Symptoms – allows the individual to check symptoms and to get advice;
- Test – allows the individual to order a free test and receive results and advice;
- Isolate – provides an isolation "companion", which counts down isolation days.

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

Whilst the app is not mandatory we think it is 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.

## **Clinically vulnerable and extremely vulnerable individuals**

### **Clinically extremely vulnerable (CEV) children**

[Redacted text block]

### **Clinically extremely vulnerable (CEV) colleagues**

[Redacted text block]

### **Clinically vulnerable (CV) colleagues and children**

[Redacted text block]

## **New Local Restrictions from 4<sup>th</sup> January 2021**

### **Tier 4 temporary closure**

From Monday, 4<sup>th</sup> January, schools will be closed to all children except those of key workers and other priority groups by arrangement through the school office.

### **Bubbles**

Groupings consistent with existing bubbles will be formed; typically, by key stage or year group. No more than 20 children will be permitted in a bubble.

### **Clinically extremely vulnerable (CEV) individuals**

Colleagues or children who are clinically extremely vulnerable are advised to work from home. Where this is not possible, they should not attend school. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past, most recently in November 2020.

### **Enhanced cleaning**

Enhanced cleaning will target classrooms, offices and work spaces used during temporary closure.

### **Face coverings**

In primary, face coverings should be worn by colleagues when moving around the building. Any movement around the building should be essential only. There should be no unnecessary congregation. Primary pupils should not wear a face covering.

In secondary, face coverings should be worn by colleagues and students when moving around the building. There should be no unnecessary congregation. Secondary students should wear a face covering in class unless recorded as exempt.

### **Minimise mixing – maximise distancing**

Ideally, adults should maintain 2 metre distance from each other and from children – though this is not always possible especially when working with younger children. Therefore, we recommend all adults avoid close face-to-face contact and minimise the time spent within 1 metre of anyone.

### **Out of school activities**

Out-of-school activities (including wraparound childcare) and meetings are paused during this time.

### **Pregnant individuals**

Individuals in the third trimester of pregnancy, or with underlying health conditions at any gestation, are advised to work from home. Where this is not possible, they should not attend school.

### **Sport, PE and communal spaces**

Outdoor areas will be allocated to specific bubbles. Communal areas such as halls, gyms and libraries will not be used.

### **Ventilation**

Colleagues work to maintain a balance between comfortable heating and adequate ventilation.

### **Visitors**

All visitors must be approved by the headteacher – communication will be by telephone or email.

## School Operations

### 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.

#### Public bus services which only carry school children on certain journeys

These are treated as dedicated school transport (above). Operators do not take any other passengers on these journeys as they are likely to be full with children.

#### Public bus services where other members of the public may also travel

These are assessed on a route-by-route basis to see if children can be kept apart from other passengers.

Operators look at providing additional vehicles for children on routes where the number of other passengers is too high to maintain an appropriate distance.

#### Where school transport is shared with children attending different schools

UK Government is considering whether the mixing of children in these cases is limited enough to present a low enough risk. Operators ask children to sit together based on the school they are attending, then by year group (as above).

#### *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.

## 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 from the start of the autumn term.**

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

Shielding advice for all adults and children paused on 1 August. Some children no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional in the case of further restrictions.

**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.

## 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.

## Trauma and Bereavement

We acknowledge some children may be exposed to a range of adversity and trauma including bereavement, anxiety and, in some cases, increased safety and welfare risks. We encourage families who have concerns to talk to us. We can support families and signpost additional services.

## Fire drill

We regularly review procedures for a fire drill during the pandemic. Fire takes precedence – we exit the building as normal. Social distancing should 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 the autumn term wearing their usual 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.

## 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.

## 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.

## General 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.

## 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.

## 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.

## 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) and Disability

Periodically, we review our arrangements to ensure those who fall within this category do not face any disproportionate risks when undertaking their duties in the workplace.

## 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.

### Educational visits

Offsite trips and visits are currently paused. We keep this aspect of our practice under review.

### Extra-curricular

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

### **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. Others won't experience challenges around their well-being.

We provide additional pastoral 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 positively re-enforce 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.

# 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.

Surnames	Drop-off	Pick-up	Wednesdays
A to I	8.30 to 8.35am	2.50 to 2.55pm	12.30 to 12.35pm
J to R	8.35 to 8.40am	2.55 to 3.00pm	12.35 to 12.40pm
S to Z	8.40 to 8.45am	3.00 to 3.05pm	12.40 to 12.45pm
School gates are opened at 2.50pm. Please 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 pupils, 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 which 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 pupils' books. Pupils' 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 may only be used by named pupils 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, 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 pupils to eat.

## Clubs

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

## Pupil toilet facilities

Pupils 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 8am. 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 one 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 lunch time.

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 which 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 may 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;
  - 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, 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 unwell by ensuring those who have coronavirus symptoms, or have someone in their household who does, do not attend school;
2. Clean hands thoroughly more often than usual;
3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach;
4. Promote enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach;
5. Minimise contact between individuals and maintain social distancing wherever possible;
6. Where necessary, wear appropriate personal protective equipment (PPE).

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

7. Engage with the NHS Test and Trace process;
8. Manage confirmed cases of coronavirus amongst the school community;
9. 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've read this guidance and know what is expected of you.

### 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.

## 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).

### 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 to also 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 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've 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 medical room (by the 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.

## 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.