

ROCHDALE METROPOLITAN BOROUGH COUNCIL

RISK ASSESSMENT

March 2021



This is a live document reviewed regularly, any significant changes the document it will be edited. It is an iterative process.

Area/task: March Re-opening of school during Covid-19 Pandemic - Effective Infection Protection and Control		School: St Thomas More RC Primary School
Version 10		
Current situation	<p>School was open from 19th March 2020 to 17th July, except for 2 weeks at the end of May as recommended by PHE.</p> <p>School was open from September 2020 – 3 bubble closures.</p> <p>School was open for Critical workers & vulnerable children during January 2021</p> <p>School preparing for wider opening 8th March 2021</p>	
People who might be harmed: staff, pupils, visitors		Assessment date: February 2021
Considerations for school: <ul style="list-style-type: none"> 7 staffing issues affecting school 		Review date: April 2021
<p>In line with the Department for Education's instruction, it is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term - Wednesday 2nd September 2020 (1st Sept/Staff INSET).</p> <p>Our planning is underpinned by the Department for Education's advice on effective infection protection and control which states the following:</p> <p>"We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.</p> <p>Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:</p> <ol style="list-style-type: none"> 1. a requirement that people who are ill stay at home 2. robust hand and respiratory hygiene 3. enhanced cleaning arrangements 4. active engagement with NHS Test and Trace 5. formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable <p>How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:</p>		Initial Risk Assessment took place May 2020

<ul style="list-style-type: none"> • grouping children together • avoiding contact between groups • arranging classrooms with forward facing desks • staff maintaining distance from pupils and other staff as much as possible” <p>Many of the protocols and procedures that were implemented during the summer term will remain the same in the autumn term with the expectation that they will further embed so that children who did not attend in the summer term will themselves adopt the measures also.</p> <p>All protocol and procedures are aligned to the Risk Assessment of Schools document (appendix 1) that has been produced using a LA-approved template following ‘Guidance for full opening: schools’ (https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction). It is a legal requirement to review and update the previous risk assessment.</p> <p>“The following plan outlines relevant detail from the government’s guidance with further detail about how St Thomas More R.C. Primary School will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can’t negate them entirely.”</p>	
Reporting structure: Agreed	
<p>Names of all involved in assessment process: Mrs J Butterworth, Head teacher, Mrs A Quigg Deputy Head teacher, Miss S Dodd, Assistant Head teacher, Ms Kathy Kennedy & Ms Louise Williams, Co Chairs of Governors, Mrs J McBride, School Business Manager and Mr S Dixon, Caretaker.</p> <p>Weekly update with co-chairs Louise Williams & Kathy Kennedy each Friday</p> <p>Staff to inform SLT if any systems are not effective or need to report concerns/ illness/wellbeing issues</p> <p>Regular updates on Governor hub to keep all governors informed of school situation</p>	<p>Head teacher authentication: Y</p>
<p>Considerations for reopening to staff</p>	<p>Open door policy for all staff to discuss concerns, worries – personal mental health issues</p> <p>WhatsApp STM team group to inform staff about bereavements (relations of staff & important information e.g. Positive staff member) – Set up 7th April 2020</p> <p>All staff attended school September 1st for teachers & Teaching Assistants, 2nd September for lunch time staff for meetings regarding the Risk Assessment and systems in place</p> <p>Evermind App to support mental health live 15th September</p> <p>Spring Well being project - facilitated by Zenic Wellbeing – a well being charter will be completed by Easter and all will have had a say in it.</p> <p>Anxiety & Childcare issues taken into account when they present</p>
<p>Considerations for reopening to children</p>	<p>“System of controls</p> <p>This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.</p> <p>Prevention</p> <p>You must always:</p> <ol style="list-style-type: none"> 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school. 2) Ensure face coverings are used in recommended circumstances. 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.

	<p>4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.</p> <p>5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</p> <p>6) Consider how to minimise contact across the site and maintain social distancing wherever possible.</p> <p>7) Keep occupied spaces well ventilated. In specific circumstances:</p> <p>8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.</p> <p>9) Promote and engage in asymptomatic testing, where available.</p> <p>Response to any infection You must always:</p> <p>10) Promote and engage with the NHS Test and Trace process.</p> <p>11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.</p> <p>12) Contain any outbreak by following local health protection team advice</p>
Bubbles	<p>In order to keep the transmission levels low it was agreed that we would keep the department bubbles as before Autumn 2020. The children will sit with their class bubbles for lunch.</p> <p>Staff do not wear PPE, but endeavour to keep 2m distance at all times, but as the DfE acknowledge this is often very difficult with children, particularly young children. They follow – hands and space advice, some choose to wear PPE. This is totally accepted.</p>
Intimate Care	<p>When intimate care is required for a child, young person, or student then full PPE should be don & doffed effectively.</p> <p>Intimate care Definition of Intimate Care:</p> <p>'Care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demands direct or indirect contact with, or exposure of, the sexual parts of the body' Intimate care tasks specifically identified as relevant include:</p> <ul style="list-style-type: none"> • dressing and undressing (underwear) • helping someone use a potty or toilet • changing nappies • cleaning / wiping / washing intimate parts of the body.

Section 1: public health advice to minimise coronavirus (Covid-19) risks.

Systems of control	Action
<p>Prevention</p> <p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p> Flow Chart - Suspected case 10.0</p> <p> GM Contact Tracing in 0-19 Education Sett</p>	<p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 10 days, <u>they are not to attend school (10 day isolation from positive test or symptoms)</u>. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the wider opening of school. If symptoms start after a positive test the 10 days begins from the start of the symptoms.</p> <p>A child or adult can return after the 10 days of symptom even with a cough or loss of smell/taste BUT must NOT return if they still have a fever</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned with Protect+ solution (or bleach) and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>The disabled toilet is the designated toilet assigned to children who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The waiting room by the Main Entrance is the designated isolation space.</p> <p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 10 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p> <p>Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.</p> <p>Follow the updated guidance from DFE attached</p> <p>Cases of COVID-19 should be reported to the Infection Control Duty Desk Infectioncontroldutydesk@Rochdale.Gov.Uk 01706 927081</p> <p>Covid 19 Checklist email to schools.covid19@rochddale.gov.uk</p> <p>Rochdale Borough Council, Floor 3, Number One Riverside, Smith Street, Rochdale, OL16 1XU</p>

<p>Prevention</p> <p>2. Ensure face coverings are used in recommended circumstances</p>	<p>All adults bringing or collecting children to wear face masks whilst in queues or on site.</p> <p>Recommended that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</p>
<p>Prevention</p> <p>3. Ensure everyone is advised to clean their hands thoroughly and more often than usual.</p>	<p>Adults and children are to wash or sanitise their hands on the following occasions:</p> <ul style="list-style-type: none"> - Entry to school - Before/after break times - Before lunch - When they change rooms - Before leaving school (Sanitise) - Anytime that they visit the toilet (Wash hands) - Anytime they cough/sneeze in to their hands. <p>Additional hand sanitisers pumps have been purchased and are stationed in each classroom as well as additional hand sanitisers at appropriate points in school i.e. the hall, the playground, the reception desk for visitors and staff upon arrival and the photocopying areas for increased hygiene as a 'pinch point' in the school.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands. Children may also use moisturiser supplied from home when required.</p> <p>If a child cannot appropriately wash their hands, then skin friendly skin cleaning wipes can be used as an alternative. Where required, staff are to request these packs from the office.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year during the initial department assemblies in September and in class daily when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.</p>
<p>Prevention</p> <p>4. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p>	<p>Children are regularly reminded of the systems in place that were shared in the initial department assemblies in September and in class daily the children will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown in to the lidded bins in each classroom using the foot-pedal to open the bin and their hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This is not a reason to deny these pupils face-to-face education.</p>

<p>Prevention</p> <p>5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</p>	<p>At regular intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment in a caddy. It will be stored appropriately within the classrooms.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</p> <ul style="list-style-type: none"> • Caretaker - SHIELDING (Steve Dixon) – Unlocking and locking site • Increased cleaning hours (Frances Smith) 11.15am - 6pm – All areas of school (Bins, Toilets, door handles), Staff room & office. Evening cleaning responsibility = Nursery & KS1 plus areas used by Annex • Cleaner (Jane Cowan) 3.30 - pm – Evening cleaning responsibilities = classrooms (DH/BH/ Reception) & areas used by Annex • Cleaner (Veronica Cope) 3 – 5.30pm - Evening cleaning responsibilities = Classrooms (CC/TP/SD/DMc) & Office
<p>Prevention</p> <p>6. Consider how to minimise contact across the site and maintain social distancing wherever possible</p>	<p>The purpose of ‘bubbles’ is to minimise contacts and mixing between people, reducing the transmission of coronavirus. St Thomas More R.C. Primary will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within department bubbles, children and adults must also take measures to distance themselves where at all possible.</p> <p>Grouping the Children</p> <p>There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.</p> <p>The DfE guidance reads as follows:</p> <p>“The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the:</p> <ul style="list-style-type: none"> • pupil’s ability to distance • layout of the building • feasibility of keeping distinct groups separate while offering a broad curriculum” <p>Many areas of St Thomas More R.C. Primary are ‘open plan’ or adjoined classrooms, in order for school to offer a curriculum that is best-placed to support our Curriculum for Reconnection our bubbles will need to be in departments i.e year groups working as Nursery, Reception KS1 (y1/2), LKS2 (3/4), UKS2 (5/6). The reasons for this are as follows:</p> <p>➤ All children will be able to be considered for interventions these will take place in the classroom.</p>

- Our curriculum structure is based on department mixed-year groups and the sharing of resources and equipment to facilitate this. There would not be enough resources to support a broad curriculum if we used individual class bubbles.
- We can deploy staff internally to cover PPA/management time within a phase bubble model. If we were in class bubbles, we would need to buy in a supply teacher (no guarantee of bubble integrity therefore a last resort) or start with half-day Fridays so that staff can be released accordingly. This would reduce contact time and further restrict the curriculum offer.
- Staggered entry/exit times and break/lunch times can be managed more effectively in department bubbles rather than having 12 individual start/finish times. Gates will be open

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

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum, however now that we are in department bubbles, the necessity for this to happen is very unlikely.

If there is a positive case within a bubble a further Risk Assessment will take place to establish Direct Contact to ascertain who needs to be Isolated. Safety for all children and staff is paramount.

Measures within the classroom

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

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

Classrooms need to be adapted to support distancing where possible.

Measures elsewhere

There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to department assemblies. Children will be required to distance during these assemblies rather than lining in tight rows. Where possible, efforts will be made to have virtual assemblies through Google Classroom (video conference software). Children are not to sing during assembly.

Use of the staff room should be minimal. The staff room will remain open to adults, however strict social distancing must be in place and where possible. Staff are requested to clean and wipe the tables and equipment after use with Antibac wipes provided. It is important for your own wellbeing that you see colleagues and I encourage this, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms.

11:30 – 12 = EYFS

12:00 - 12:30 =KS1

12:30 – 1:00 = LKS2

1:00 – 1:30 = UKS2

The PPA room has a kettle and microwave for use at lunchtime, all tables must be cleaned and pots removed.

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

The start of the day:

Gates will be open at 8:30am for children to go straight into class by 8:50am (Any children arriving after 8:50am must enter via the Main Entrance maintaining Social Distancing signs)

(Teachers will be in classrooms, children welcomed by SLT & TAs)

Staff will not be available for discussions to take place – parents encouraged to use Class Dojo for messages

The end of the day gates will be opened at 2:50pm will be staggered for each department bubble with siblings:

EYFS (Nursery & Reception) & KS1: 2:50pm

Key Stage 2 (Y3/4/5/6) with no siblings: 3:10pm

This is to reduce congestion

(ALL children to be ready for leaving school at 2:45pm)

Staff will not be available for discussions to take place – parents encouraged to use Class Dojo for messages

Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles. This will be difficult for some families of multiple children. (Staff will be placed effectively to direct parents and children – walkie talkies to communicate with staff on site. At the end of the day a member of the LKS2 team will be on the playground to inform staff to send children to parents)

Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds. A one-way system for parents is established – parents to enter school site using the pedestrian & staff carpark entrance. Exit via KS1 path or Nursery path to Parent carpark. This will be marked out for adults to follow.

Adults dropping off and picking up to wear face masks especially if queuing – these should also be Socially Distanced

Parents mustn't congregate at the 'drop-off' point, they must instead arrive on time and then depart.

Parents of Reception and Nursery children are to enter as normal, however Nursery and Reception parents must be cautious at the gate in order for social distancing to be maintained. Parents must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents may wait with their children on the playground, strictly following social distancing from other parents and children. Parents will be asked to drop off and leave, rather than remain on school grounds.

Given that the external school gates will be open at 2:50pm, no children will be allowed outside at that point and must have returned to their classrooms.

Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. The playground will be open to parents to briefly wait in before their children are released to them. Whilst parents are waiting, social distancing must be adhered to.

Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through teacher email addresses/ Class Dojo/ Google Classroom or they can call to make a phone appointment.

The school office is not to be accessed by parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email. A member of the team will go to classrooms throughout the day to collect any items brought in to school (money etc) and mobile phones (Y6).

Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. Disposable face-coverings must be placed in a lidded bin. The wearer must then clean their hands.

Other considerations

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. A pamphlet of these will be provided alongside the normal safeguarding procedures.

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


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

In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned following use.

Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe.

Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, each group will need to gather resources from their classrooms or the PE cupboard so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is gathered back in at the end of their break/ lunch time and cleaned.


	<p>Pupils should not bring anything additional from home. There can be no 'show and tell'. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the library.</p> <p>Teachers can now take books home (and return them freely) to assess or use to support planning etc. This is also true of library books.</p>
<p>Prevention</p> <p>7. Keep occupied spaces well ventilated.</p>	<p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.</p> <p>It is important to ensure it is well ventilated and a comfortable teaching environment is maintained. These can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply • natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> • opening high level windows in colder weather in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform • rearranging furniture where possible to avoid direct draughts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces</p>
<p>Prevention</p> <p>8. Where necessary, wear appropriate personal protective equipment (PPE).</p>	<p>PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).</p> <p>The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:</p> <ul style="list-style-type: none"> - Face masks - Aprons - Gloves of various sizes - Face shields (limited quantities) <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p>
<p>Prevention</p> <p>9. Promote and engage in asymptomatic testing, where available</p>	<p>All staff encouraged to participate in LFD asymptomatic testing twice weekly.</p> <p>Staff training on how to conduct test</p> <p>Test kits checked off on delivery</p> <p>Log of each test lot number given to staff & instructions to use version 1.3.2</p> <p>Staff to test on Monday evening & Thursday evening</p>





	<p>Log results on gov.uk and School google form for results Review confidence of staff</p> <p>Primary, school-based nursery and maintained nursery staff will be supplied with lateral flow device (LFD) test kits to self-swab. Staff will be asked to take their test kits home and carry out the test twice a week. The LFD test will give a result in around 30 minutes. Staff must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff should also share their result with their school or nursery to help with contact tracing.</p> <p>Testing is not mandatory for staff and staff do not need to provide proof of a negative test result to attend school or nursery in person, although participation in testing is strongly encouraged.</p> <p>If LFD test is positive – isolate and book a PCR test.</p> <p>School to conduct further risk assessment if case is positive.</p>
<p>Response to any infection</p> <p>10. Engage with NHS Test and Trace.</p>	<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p> <p>They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the 'stay at home' regulations.</p> <p>Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.</p> <p>If the test result is negative, the child can return to school assuming they would do so under normal circumstances.</p> <p>If the test result is positive, the child and family need to follow the 'stay at home' guidelines.</p>
<p>Response to any infection</p> <p>11. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</p> <p> PG COVID Cleaning process to follow if</p>	<p>School should contact the local health protection team:</p> <p>Cases of COVID-19 should be reported to the Infection Control Duty Desk infectioncontroldutydesk@Rochdale.Gov.Uk 01706 927081</p> <p>Rochdale Borough Council, Floor 3, Number One Riverside, Smith Street, Rochdale, OL16 1XU</p> <p>School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.</p> <p>The admin team will prepare a report that shows the contact details of each member of the department bubbles to support the contact tracers.</p> <p>School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.</p>


	<p>Those contacted or sent home must self-isolate for 10 days but those living in the household do not have to unless the child shows symptoms. At that point the child should be tested and the household will need to go in to full isolation following stay at home guidance. If the symptomatic child's test is negative, the child must continue to isolate for the remainder of the 10 days. If the result is positive, they must inform school immediately and isolate for at least 10 days from the onset of symptoms, plus the family must isolate and follow the stay at home guidance.</p> <p>St Thomas More R.C. Primary will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>
<p>Response to any infection</p> <p>12. Contain any outbreak by following local health protection team advice.</p>	<p>Keep in contact with our health protection team.</p> <p>If school has 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in a phase bubble lockdown, a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>
<p>Stay at home</p> <p>13. Advice for confirmed or suspected COVID 19 cases</p>	<p>Please follow the stay at home guidance for suspected cases, when asked to Isolate or quarantine when returning from holiday. https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p> <p><u>Pupils travelling from abroad</u></p> <p>Where pupils travel from abroad to attend a boarding school you will need to explain the rules to pupils and their parents before they travel to the UK. Anyone who is not a British or Irish national, or who does not have the right to reside in the UK, who has travelled from or through a 'red list' country in the previous 10 days, is not permitted to enter the UK and should be told not to travel. Where pupils (and their parents or guardians or family member) meet the UK entry requirements and have travelled from or through a 'red list' country in the previous 10 days, they must quarantine in a managed quarantine hotel for 10 days. Pupils travelling to England from other, non-red, list countries will need to quarantine at their place of residence or other suitable place and purchase a home testing package, with coronavirus (COVID-19) tests to be taken on days 2 and 8 after arrival to support the UK's genomic sequencing programme.</p>
<p>Covid 19 forms</p> <p>14. Forms that require completion</p>	<ul style="list-style-type: none"> • DfE daily form • LA Nursery form • COVID 19 checklist after a confirmed case

Section 2: School operations

Aspect of school	Action
<p>Transport</p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only by public transport services, we mean routes which are also used by the general public 	<p>Dedicated school transport</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible and face masks on transport.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p>Wider public transport</p> <p>Children should not attend trips or visits if they are required to use public transport to get there. This seems like an unnecessary risk for St Thomas More R.C. Primary to instigate.</p>
<p>Attendance</p> <p>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</p>	<p>School attendance will be mandatory for all pupils from 8 March. The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority.</p> <p>Attendance expectations</p> <p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</p>

<p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p> <p> Attendance Codes to use.docx</p>	<p>School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.</p> <p>Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority's code of conduct).</p> <p><i>Pupils who are shielding or self-isolating</i></p> <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. St Thomas More R.C. Primary School will support those parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.</p> <p>Where children can't attend school as parents are following clinical and/or public health advice, absence will not be penalised. See government guidance regarding absence codes.</p> <p><i>Pupils and families who are anxious about return to school</i></p> <p>If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via a Zoom meeting.</p> <p>These pupils are to be identified by school. Anna Quigg and Vicky Ryder will support those children identified as anxious or who have not been engaging or who are considered vulnerable.</p> <p><i>Completing attendance registers</i></p> <p>Registers are to be completed as normal. The appropriate codes for any COVID related absence are attached.</p>
<p><i>School Workforce</i></p>	<p><i>Staff who are clinically vulnerable or extremely clinically vulnerable</i></p> <p>St Thomas More R.C. Primary School has planned to follow the full measures within the guidance, therefore most staff will return to the workplace as normal.</p> <p>Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding has been extended to 31st March 2021. However, when those adults return they will be encouraged to maintain social distancing measures as much as possible when in attendance.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.</p>

	<p><i>Deploying support staff and accommodating visiting specialists</i></p> <p>As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.</p> <p><i>Supply teachers and other temporary or peripatetic teachers</i></p> <p>Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.</p> <p>These will need to be consistent people, not changing week-to-week.</p> <p><i>Staff taking leave</i></p> <p>Staff will need to be available to work in school during term time. Discuss leave arrangements with staff to inform workforce planning taking into account their individual contractual arrangements. There is a risk that where staff travel abroad for a legally permitted reason, their return travel arrangements could be disrupted due to coronavirus (COVID-19) restrictions and they may need to quarantine on their return. Guidance on how to self-isolate when you travel is available.</p>
<i>Safeguarding</i>	<p>All existing pre-covid safeguarding measures will return as normal, however Joanne, Anna, Sarah and Vicky will organise additional time to 'catch-up' with those children requiring additional pastoral support as a result of prolonged absence from school.</p>
<p><i>Catering</i></p> <p> covid-19-training-brief.pdf</p> <p> MELLORS - Risk Assessment June 20.</p> <p> mellors-staff-care-notes-ten-290520.pdf</p> <p> primary-schools_covid-19-kitchen-guid</p>	<p>Mellors Risk Assessment and information in the attached file.</p> <p>A staff member will hand out cutlery.</p> <p>Children will sit in their class bubbles, they can mix as packed lunches & hot meals together.</p> <p>Children will receive food from the hatch, any bread/salad to be given by staff. A desert in a bag to be given at the hatch.</p> <p>Children remain seated once they have finished their meal, in their class groups they will clear up after themselves, taking their plates to the cleaning hatch, retrieve coats & desert and then leave the hall together</p>

<p>Lunch and break times</p>	<p>Break times will be staggered, except Nursery and Reception as they will use their own designated areas.</p> <p>Break times</p> <ul style="list-style-type: none"> ➤ Key Stage 1: 10.15am – 10.30am ➤ Lower Key Stage 2 (Y3/4): 10.45am – 11.00am ➤ Upper Key Stage 2 (Y5/6): 11.00am – 11.15am <p>Midday supervisors will continue to support the supervision of lunchtimes. The space will need to be cleaned both before and after use.</p> <p>The playground will be split in to its normal zones and allocated each department bubble is use own equipment to avoid any cross-contamination. Reception will use the canopy and the grassed area in front of the KS1 building.</p> <p>The children will be offered a hot meal and a grab bag dessert. They will eat and leave the hall, the tables will then be cleaned ready for the next setting.</p> <p>Timings of lunchtimes will be staggered, the classes will go in separately with a space in between in order to maintain social distancing</p> <p>Lunch times in the hall</p> <ul style="list-style-type: none"> ➤ Early Years: 11:30am (EYFS to play using canopy area & weather permitting grassed area in front of KS1) ➤ Key Stage 1: 12:00 ➤ Lower Key Stage 2 (Y3/4): 12:30pm ➤ Upper Key Stage 2 (Y5/6): 1:00pm <p>On some occasions, support staff will be required to help to supervise the children whilst they eat and then support in cleaning the room before children go out for their playtime.</p> <p>Whilst children are outside, members of staff are to have their lunch. This can continue in to the afternoon lesson time to ensure all are well-rested i.e. the teacher will deliver the start of the afternoon without support staff (or the other way around) so that everyone can have sufficient time if there are not enough midday supervisors to support. Staff may go home for lunch assuming someone is supervising the children appropriately during that time.</p>
<p>Estates</p>  <p>PG COVID Cleaning SWP May 2020.docx</p>	<p>Steve, Frances, Joanne and Julie McBride will conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>Teachers need to ensure that classrooms have good ventilation (open windows and doors).</p>
<p>Educational Visits</p>	<p>We advise against all educational visits at this time. This advice will be kept under review. The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider</p>

Wraparound care <u>See</u> <u>The Annex Risk Assessment</u>	Wraparound care is permitted to commence. Children attending wrap around care will ideally need to be kept in separate department bubbles, however that might not be possible due to limited staff numbers and children attending therefore the children will need to remain in small consistent bubbles, observing very good hand hygiene.
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Section 3: Curriculum, behaviour and pastoral support



Aspect of school	Action
Curriculum expectations The key principles that underpin government advice on curriculum planning are: Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to	<p>St Thomas More R.C. Primary School have a Recovery Curriculum. We will apply our curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time, applying the waves for those children requiring with additional intervention. However, we will have a period of adjustment in September for transition. We will also use the Leuven scales to assess.</p> <p>Religion will be a focus for the children, we will continue with Come and See, plus Ten Ten will be used for collective worships in class, Mrs Weekes and Miss McBride will continue to lead Religious education across school.</p> <p>During this period, children will be reminded of all of their hard work during the previous year and we will ‘reset’ the expectations so that children know that we are expecting of them on their return to school i.e. great learning behaviours.</p> <p>We will continue to use the waves approach already established in school to support children effectively after the time away from school - Wave 1 – the inclusive, nurturing and whole school approaches already used, Wave 2 – Enhanced practices and pupil specific support (if needed), Wave 3 – Specialist provisions and interventions for pupils and families already identified via our welfare checks plus those who come to light on returning to school</p> <p>Our September 2020 curriculum will be as planned.</p> <p>We will return to the normal teaching of all subjects in the autumn term</p> <p>Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys.</p> <p>Remote education will become a focus in the sense that it will become integrated in to the school curriculum. Classteachers will retain the use of Google Classroom and upload information to class stories to maintain contact and links with parents. Children will be specifically taught the skills to access Google Classroom, staff will look at Oak National Academy lessons appropriate sessions that link to our curriculum will be used. The children will access in school so that they are comfortable with the content and format in readiness to reverting to that way of working should local lockdowns or a national lockdown be imposed.</p> <p>We are using Life Live to the Full (Ten Ten) for our Relationship and Sex Education element of our new curriculum, the consultation took place in January 2021. Miss Dodd is preparing to share with staff in order for the curriculum to begin in Summer 2021.</p>

build their capability to educate pupils remotely, where this is needed.	
Specific points for early years foundation stage (EYFS) to key stage 3	<p>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p>
Music	<p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments - side and not facing one another. This has implications for our music curriculum and adjustments will need to be made.</p> <p>Singing can take place, but only outside.</p>
Physical activity in schools	<p>Children are to wear their PE kit on the day of PE to school. In the case of inclement weather they may wear tracksuit or jogging bottoms (no football kits to be worn)</p> <p>PE lessons are still to take place, Mrs Pennells (PE TA) and Mrs Hickman (PE Curriculum Lead) to ensure effective coverage of the curriculum takes place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session. Contact sports are to be avoided.</p> <p>External coaches can still be used to deliver PE sessions as long as they also follow the protective measures.</p>
Pastoral support	<p>The pastoral team will ensure that appropriate materials are on hand to support children's wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, Mrs Ryder is to be informed so that specific interventions can take place. Mrs Ryder will need to ensure that she distances appropriately during meetings (outside preferably) given that she will be required to work across department bubbles.</p>
Behaviour expectations	<p>The current approved behaviour policy coronavirus amendment will still apply.</p> <p>During September the children were reminded about the expectations of behaviour and The Good to be Green Behaviour Policy, this will be revisited on their return to school March 2021. The Behaviour Policy will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.</p>

Section 4: Assessment and accountability

Aspect of school	Action
Primary Assessment	<p><u>January 2021 Lockdown</u> STATUTORY TESTS CANCELLED except Reception profile if possible to be completed for transition to Y1 Y4 Multiplication tests - optional</p> <p>St Thomas More R.C. Primary staff to use past papers to assess the children to inform teacher assessments.</p>

Section 5: Contingency planning for outbreaks

Aspect of school	Action
<p>A local outbreak</p>  <p>PG COVID Cleaning process to follow if</p>	<p>If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.</p>
<p>Remote education support</p>  <p>STM Remote Education Jan 2021.</p>	<p>St Thomas More R.C. Primary School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.</p> <p>Our immediate response will be the following:</p> <ul style="list-style-type: none"> ➤ Children are to take home their individual stationery packs and an exercise book ➤ Adults will share lessons Google Classroom, Google Meet & Class Dojo ➤ Teachers will then be able to meet with children that require additional support through Google Classroom. ➤ Children will be able to take photos of their learning and upload to the Google Classroom page so that teachers can monitor progress and offer supportive feedback if appropriate. ➤ Work will be assigned to each child via Google Classroom <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning.</p> <p>Where children can't access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household. The existing devices will be re-distributed to those eligible families.</p> <p>The principles for delivery will be as follows:</p> <ul style="list-style-type: none"> ➤ Children will receive learning opportunities for a range of subjects each day

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| | <ul style="list-style-type: none">➤ Learning will be sequenced as per our current curriculum model➤ High quality explanations will be made by the teacher➤ Work will be checked through uploads to Google Classrooms➤ Teachers will be available via their teacher emails or phone so that they can further tailor the learning as a result of feedback.➤ Lessons will be of the equivalent length of a normal school day.➤ SEND children will have support via Anna as SENDco and the classteacher plus alongside packages made available through the learning support team. |
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