

**ROCHDALE METROPOLITAN BOROUGH COUNCIL  
RISK ASSESSMENT  
JANUARY 2022**


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

Area/task: <b>September school opening during Covid-19 Pandemic – GM Guidance 23/8/21</b>		School: <b>St Thomas More RC Primary</b>
Current situation	School opened September 2021 School to re-open January 2022	
People who might be harmed: staff, pupils, visitors		Assessment date: January 2022
Considerations for school: <ul style="list-style-type: none"> <li>• BAME Teaching Assistant who travels on the bus</li> <li>• Shielding ends</li> <li>• Some staff not fully vaccinated</li> </ul> Are there any special considerations needed for new & expectant mothers or persons etc. <b>Possibly</b>		Review date: February 2022
In line with the Department for Education’s instruction, it is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term – Monday 6 <sup>th</sup> September 202 (2 <sup>nd</sup> & 3 <sup>rd</sup> Sept/Staff INSET). Our planning is underpinned by the Department for Education’s Guidance COVID-19 Operational Guidance January 2022 which states the following: <b>You should:</b> <ol style="list-style-type: none"> <li>1. Ensure good hygiene for everyone.</li> <li>2. Maintain appropriate cleaning regimes.</li> <li>3. Keep occupied spaces well ventilated.</li> <li>4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.</li> </ol> “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.”		Initial Risk Assessment took place May 2020 Each version is an update following latest guidance and advice
<b>Reporting structure:</b>		
<b>Agreed</b>		
Names of all involved in assessment process: Mrs J Butterworth, Head teacher, Mrs A Quigg Deputy Head teacher, Mrs S Cassidy, Assistant Head teacher, Ms Kathy Kennedy & Ms Louise Williams, Co Chairs of Governors, Mrs J McBride, School Business Manager and Mr S Dixon, Caretaker. Regular updates with co-chairs Louise Williams & Kathy Kennedy Staff to inform SLT if any systems are not effective or need to report concerns/ illness/wellbeing issues Regular updates on Governor hub to keep all governors informed of school situation		Head teacher authentication: Y
Considerations for reopening to staff	Open door policy for all staff to discuss concerns, worries – personal mental health issues WhatsApp STM team group to inform staff about bereavements (relations of staff & important information e.g. Positive staff member) – Set up 7th April 2020 All staff attended school September 2 <sup>nd</sup> for teachers and 3 <sup>rd</sup> for Teachers & Teaching Assistants, September meeting to be held for lunch time staff	

	<p>Evermind App to support mental health live 15<sup>th</sup> September 2020</p> <p>Wellbeing Policy and Charter in place</p> <p>Anxiety &amp; Childcare issues taken into account when they present – Mrs Ryder (Learning mentor to support)</p> <p>Staff briefings – Monday EYFS &amp; KS1 and Tuesday LKS2 &amp; UKS2 – VIA EMAIL until reduction in Omicron variant</p>
Considerations for reopening to children	<p>Use of Class Dojo for parents to give messages to teachers.</p> <p>Children able to share with staff any concerns/anxieties they have with returning to school or time spent during lockdown or holidays.</p> <p>Wellbeing group to be established for children – Zennic Wellbeing to support.</p> <p>Anxiety &amp; worries shared when they present – Mrs Ryder (Learning mentor to support)</p>
Intimate Care	<p>When intimate care is required for a child, young person, or student then full PPE should be don &amp; 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"> <li>• dressing and undressing (underwear)</li> <li>• helping someone use a potty or toilet</li> <li>• changing nappies</li> <li>• cleaning / wiping / washing intimate parts of the body.</li> </ul>

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

Systems of control	Action
<p><b>Prevention</b></p> <p><b>1. Ensure everyone is advised to clean their hands thoroughly and more often than usual.</b></p>	<p>Adults and children are to wash or sanitise their hands on the following occasions:</p> <ul style="list-style-type: none"> <li>- Entry to school</li> <li>- Before/after break times</li> <li>- Before lunch</li> <li>- When they change rooms</li> <li>- Before leaving school (<b>Sanitise</b>)</li> <li>- Anytime that they visit the toilet (<b>Wash hands</b>)</li> <li>- Anytime they cough/sneeze in to their hands.</li> </ul> <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><b>1. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</b></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><b>Prevention</b></p> <p>2. <b>Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</b></p>  <p>211125 PG COVID Cleaning Caretaking</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 (<a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>). 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"> <li>• Caretaker - (Steve Dixon)</li> <li>• Cleaner (Jane Cowan) 3.30 – 6pm</li> <li>• Cleaner – Caroline McDonald 3-5pm</li> </ul>
<p><b>Prevention</b></p> <p>3. <b>Keep occupied spaces well ventilated.</b></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"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> <li>• opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>• providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform</li> <li>• rearranging furniture where possible to avoid direct draughts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces</p> <p><b>ADDITIONAL ADVICE</b></p> <ul style="list-style-type: none"> <li>• <b>Minimum workplace temperature</b></li> </ul> <p>The <a href="#">Approved Code of Practice</a> suggests the minimum temperature in a workplace should normally be at least 16 degrees Celsius. If the work involves rigorous physical effort, the temperature should be at least 13 degrees Celsius. These temperatures are not absolute legal requirements; the employer has a duty to determine what reasonable comfort will be in the particular circumstances.”</p>

The current government guidance suggests that we balance the two factors with the help of the co2 monitors but doesn't stipulate how we would achieve this. Unfortunately there is no easy answer and it is probably a case of looking at what options are open to us with extra heating, warmer clothing etc. It may be that some windows could be pulled in for a short time if the co2 monitor shows that the air quality is good and opened fully when the classroom is empty but I would have to check this with our Public Health case officer, especially in KS1 due to the high transmission. If the air quality is showing as poor however, you must keep the windows open. Internal doors can be left open if they do not interfere with the compartmentalisation of the space for fire safety. These would normally be corridor doors but if your classroom doors are designated as fire doors you must either keep them closed or have an emergency plan which makes sure that they are closed by the teacher/teaching assistant in the event of an evacuation.

- There is also a section on ventilation from the gov.uk guidance below.

“3. Keep occupied spaces well ventilated When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained. You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays. Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. 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 this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply. Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations. Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a flow of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so). You should balance the need for increased ventilation while maintaining a comfortable temperature”

The [Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic](#) and [CIBSE COVID-19 advice](#) provides more information.

- CO2 monitors are in place so staff can quickly identify where ventilation needs to be improved and the temperature can be checked.

**Prevention**

**4. 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**

- **If someone has COVID-19 symptoms? Stay at home, isolate and take a PCR test.** You can book a test at <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested> or by calling 119.
- **From 14 December 2021, adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months identified as a contact of someone with COVID-19 are strongly advised to take a LFD test every day for 7 days and continue to attend their setting as normal,** unless they have a positive test result. Daily testing of close contacts applies to all contacts who are:
  - fully vaccinated adults – people who have had 2 doses of an approved vaccine
  - all children and young people aged 5 to 18 years and 6 months, regardless of their vaccination status
  - people who are not able to get vaccinated for medical reasons
  - people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine
  - Children under 5 years are exempt from self-isolation and do not need to take part in daily testing of close contacts
- **No symptoms? Take regular lateral flow tests.** Many people who become infected with the virus don't have symptoms but can still infect others. Test at least twice a week and before spending time in crowded and enclosed spaces, or before visiting people who are at higher risk of severe illness if they get COVID-19. Report your result at <https://www.gov.uk/report-covid19-result> and if positive, self-isolate immediately and take a PCR test.

People can collect LFD tests from many places in Rochdale as well as having them delivered to their house. Please follow this link to see where you can obtain a test <http://www.rochdale.gov.uk/health-and-wellbeing/coronavirus/Pages/test-and-trace.aspx> or order tests for home delivery here: <https://www.gov.uk/order-coronavirus-rapid-lateral-flow-tests> . If an LFD Test result is positive, the person must isolate for 10 days and should take a confirmatory PCR test which can be booked via <https://www.gov.uk/get-coronavirus-test> or by calling 119.

- **For this term we are asking all pupils, their households and staff to take a lateral flow test on the morning or evening before returning to school after the holidays.** This is voluntary and we hope people will take part. Children aged 5-12 should be tested by an adult if parents/carers are happy to do so. Children aged under 5 do not need to be tested. You will also be aware of the need for secondary schools to deliver on site testing again on the return to school, please support your schools and/or education setting to ensure as many students as possible participate in regular testing.
- **Asymptomatic testing** remains important in reducing the risk of transmission of infection within schools. Staff and secondary school pupils should continue to test twice weekly at home, with lateral flow device (LFD) test kits, 3-4 days apart. Testing remains voluntary but is strongly encouraged. Our schools are strongly encouraged to ask parents and other visitors to take a lateral flow device (LFD) test before entering the school.

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/ temperature

If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.

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.

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.

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.

The waiting room by the Main Entrance is the designated isolation space.

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.

- In school if we are concerned that children are presenting with symptoms (from the list below) we will request that children have a PCR, if this is refused we are able to insist that the child isolates for the 10 day period.

Covid 19 symptoms:


- Fever
- A new and continuous cough
- Anosmia (loss of smell) Ageusia (loss of taste)

	<p>Plus:</p> <ul style="list-style-type: none"> <li>• Shortness of breath</li> <li>• Fatigue</li> <li>• Loss of appetite</li> <li>• Myalgia</li> <li>• Sore throat</li> <li>• Headache</li> <li>• Nasal congestion</li> <li>• Diarrhoea</li> <li>• Vomiting</li> </ul> <p><b>Positive Cases of COVID-19 should be reported to the Infection Control Duty Desk <a href="mailto:infectioncontroldutydesk@Rochdale.Gov.Uk">infectioncontroldutydesk@Rochdale.Gov.Uk</a> 01706 927081</b>  Covid 19 Checklist email to <a href="mailto:schools.covid19@rochdale.gov.uk">schools.covid19@rochdale.gov.uk</a>  Rochdale Borough Council, Floor 3, Number One Riverside, Smith Street, Rochdale, OL16 1XU</p>
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**Additional Prevention Strategies – these can be re-introduced or continued as necessary**

<p><b>Prevention</b></p> <p><b>Where necessary, wear appropriate personal protective equipment (PPE).</b></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"> <li>- Face masks</li> <li>- Aprons</li> <li>- Gloves of various sizes</li> <li>- Face shields (limited quantities)</li> </ul> <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p>
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<p><b>Prevention</b></p> <p><b>Promote and engage in asymptomatic testing, where available</b></p>	<p>All staff encouraged to participate in LFD asymptomatic testing twice weekly.  Staff training on how to conduct test  Test kits checked off on delivery  Log of each test lot number given to staff &amp; instructions to use version 1.3.2  Staff to test on Monday evening &amp; Thursday evening  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>
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	<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><b>Response to any infection</b></p> <p><b>Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</b></p>	<p>School should contact the local health protection team:</p> <p><b>Cases of COVID-19 should be reported to the Infection Control Duty Desk <a href="mailto:Infectioncontroldutydesk@Rochdale.Gov.Uk">Infectioncontroldutydesk@Rochdale.Gov.Uk</a> 01706 927081 and <a href="mailto:Schoools.covid19@rochdale.gov.uk">Schoools.covid19@rochdale.gov.uk</a></b></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 are confirmed cases on the recording form.</p> <p>A Warn &amp; Inform letter should be sent to the class or classes involved</p>
<p><b>Response to any infection</b></p> <p><b>Contain any outbreak by following local health protection team advice.</b></p> <p> Outbreak Management Plan J:</p>	<p>Keep in contact with our health protection team.</p> <p>Definition of an outbreak: For most education and childcare settings, whichever of these thresholds is reached first, whichever of these thresholds is reached first:</p> <ul style="list-style-type: none"> <li>▪ 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or</li> <li>▪ 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period</li> </ul>
<p><b>Stay at home</b></p> <p><b>Advice for confirmed or suspected COVID 19 cases</b></p> <p><b>Travel from abroad</b></p>	<p>Please follow the <b><u>stay at home guidance</u></b> <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a></p> <p><b><u>Travelling from abroad</u></b> <a href="https://www.gov.uk/guidance/travel-to-england-from-another-country-during-coronavirus-covid-19">https://www.gov.uk/guidance/travel-to-england-from-another-country-during-coronavirus-covid-19</a></p> <p>Regularly reviewed in line with Government guidance.</p>



<p><b><i>Covid 19 forms</i></b></p> <p><b>Forms that require completion</b></p>	<ul style="list-style-type: none"> <li>• DfE daily form</li> <li>• LA Nursery form</li> <li>• COVID 19 positive case form</li> </ul>
<p><b><i>Prevention</i></b></p> <p><b>Ensure face coverings are used in recommended circumstances</b></p>	<p>Adults bringing or collecting children encouraged 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>

## Section 2: School operations

Aspect of school	Action
<p><b>Transport</b></p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> <li>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</li> <li>by public transport services, we mean routes which are also used by the general public</li> </ul>	<p><b>Dedicated school transport</b></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><b>Wider public transport</b></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><b>Prevention</b></p> <p><b>Consider how to minimise contact across the site and maintain social distancing wherever possible</b></p>  <p>Jan 2022 plan for parents and staff.dc</p>	<p>Use of 'bubbles' is no longer necessary, however some systems are still in place and will be reviewed in line with local data at February 2022 half term. If the Outbreak management plan is put in place 'bubbles' will be put back in place.</p> <p><b>Grouping the Children</b></p> <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> <ul style="list-style-type: none"> <li>➤ All children will be able to be considered for interventions these will take place in the classroom.</li> </ul>

- 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.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum

### **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.

### **Measures elsewhere**

Assemblies are currently suspended, see embedded Jan 2022 plan – but on return will be limited to department assemblies (EYFS & KS1 and LKS2 & UKS2). Children will be required to distance during these assemblies rather than lining in tight rows. Where possible, Golden Book Assembly will continue to be virtual. Children are not to sing during assembly.

The staff room will remain open to adults, 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

11:30 – 12 = EYFS  
12:00 - 12:30 =KS1  
12:30 – 1:00 = LKS2  
1:00 – 1:30 = UKS2

### **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 3:00pm will be staggered for each department bubble with siblings:  
EYFS (Nursery & Reception) & KS1: 3pm  
Key Stage 2 (Y3/4/5/6): 3:00pm  
*This is to reduce congestion*

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

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 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.

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 3pm, 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 or they can call to make a phone appointment.


### **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.

<p><b>Attendance</b></p> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p><b>Attendance expectations</b></p> <p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</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><b>Pupils and families who are anxious about return to school</b></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><b>Completing attendance registers</b></p> <p>Registers are to be completed as normal. The appropriate codes whilst awaiting a PCR result is X BUT once a positive result is conformed absence is classed as illness therefore I is used.</p>
<p><b>School Workforce</b></p>	<p><b>Staff who are clinically vulnerable or extremely clinically vulnerable</b></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>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.</p> <p><b>Supply teachers and other temporary or peripatetic teachers</b></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>Staff will be used flexibly to maintain stability for children, especially those with specific needs.</p> <p><b>Staff taking leave</b></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 <a href="#">how to self-isolate when you travel</a> is available.</p>

<p><b>Safeguarding</b></p>	<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><b>Catering</b></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-guide</p>	<p>Mellors Risk Assessment and information in the attached file.</p> <p>A staff member will hand out cutlery.        Children will sit in their class bubbles, they can mix as packed lunches &amp; hot meals together.        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.        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 &amp; desert and then leave the hall together</p>
<p><b>Lunch and break times</b></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"> <li>➤ Key Stage 1: 10.15am – 10.30am</li> <li>➤ Lower Key Stage 2 (Y3/4): 10.45am – 11.00am</li> <li>➤ Upper Key Stage 2 (Y5/6): 11.00am – 11.15am</li> </ul> <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>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"> <li>➤ Early Years: 11:30am (EYFS to play using canopy area &amp; weather permitting grassed area in front of KS1)</li> <li>➤ Key Stage 1: 12:00</li> <li>➤ Lower Key Stage 2 (Y3/4): 12:30pm</li> <li>➤ Upper Key Stage 2 (Y5/6): 1:00pm</li> </ul>

	<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><b>Estates</b></p>  <p>211125 PG COVID Cleaning Caretaking</p>	<p>Steve, 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>
<b>Educational Visits</b>	<p>Whilst these can take place now, any will be risk assessed accordingly, plus monitoring of the local data and school infection levels. 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>
<p><b>Wraparound care</b> <u>See</u> <u>The Annex Risk Assessment</u></p>	<p>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.</p>

### Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p><b>Curriculum expectations</b></p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p>	<p>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.</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 2021 curriculum will be as planned.</p> <p>We will return to the normal teaching of all subjects in the autumn term</p>

<p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys and use Shine intervention effectively.</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.</p>
<p><b>Specific points for early years foundation stage (EYFS) to key stage 3</b></p>	<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>
<p><b>Music</b></p>	<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><u>Singing can take place, but only outside.</u></p>
<p><b>Physical activity in schools</b></p>	<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. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p>





	External coaches can still be used to deliver PE sessions as long as they also follow the protective measures.
<b>Pastoral support</b>	<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>
<b>Behaviour expectations</b>	<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 September 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
<b>Primary Assessment</b>	<p>Reception Baseline September 2021  Y2 Phonics by December 2021  KS1 SATs May 2022  KS2 SATs wk Beg 9<sup>th</sup> May  Y1 Phonics June 2022  Y4 Multiplication June 2022</p> <p>St Thomas More R.C. Primary staff to use past papers to assess the children to inform teacher assessments and NTS throughout the year.</p>

## Section 5: Contingency planning for outbreaks

Aspect of school	Action
<p><b>A local outbreak</b></p>  <p>Outbreak Management Plan J:</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><b>Remote education support</b></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"> <li>➤ Children are to take home their individual stationery packs and an exercise book</li> <li>➤ Adults will share lessons Google Classroom, Google Meet &amp; Class Dojo</li> <li>➤ Teachers will then be able to meet with children that require additional support through Google Classroom.</li> <li>➤ 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.</li> <li>➤ Work will be assigned to each child via Google Classroom</li> </ul> <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"> <li>➤ Children will receive learning opportunities for a range of subjects each day</li> <li>➤ Learning will be sequenced as per our current curriculum model</li> <li>➤ High quality explanations will be made by the teacher</li> <li>➤ Work will be checked through uploads to Google Classrooms</li> <li>➤ Teachers will be available via their teacher emails or phone so that they can further tailor the learning as a result of feedback.</li> <li>➤ Lessons will be of the equivalent length of a normal school day.</li> <li>➤ SEND children will have support via Anna as SENDco and the classteacher plus alongside packages made available through the learning support team.</li> </ul>