



Aston by Sutton Recovery Plan and Risk Assessment **September 2020 update**

Plan built around the following government guidance:

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Overarching Guidance for all staff:

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- 1) minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- 2) cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands and wrists are covered
- 3) ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- 4) cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- 5) minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

Staff Principles

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing your headteacher) and access a test as soon as possible. Let school know as soon as you have the result.
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important). Stand behind or to the side, and always stay higher than their head height to avoid transmission.
7. Avoid calling pupils to the front of the class by going to their desk to check on their work if necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationery). Own pencil cases and contents will be provided by school
10. Keep your classroom door and windows open wherever possible, for air flow.
11. One child from each bubble using the toilet at any one time. Toilet cubicles in girls to be labelled as to which class use each one, sinks too, Boys sinks can be labelled.
12. Staff contact/interaction restricted wherever possible to just within each bubble, don't congregate in shared spaces, especially if they are small rooms. Contact using social distancing outside is deemed to be safer.
13. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.


Aspect	Measures to Implement	DfE Guidance	Notes	Risk
Staffing including communication	<ul style="list-style-type: none"> Create clear support network to look at anxiety and stress levels to support staff in returning to school. Individual support packages and interventions for staff. All staff are needed for phase 2 in September Two office staff are able to work with ventilation at all times. Normal working in office. Limit contact with other adults. Use of hatch, mobile phone/email to request support/resources 	<ul style="list-style-type: none"> talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful 		H
Staffing Rotas	<ul style="list-style-type: none"> In September the staffing will be as follows: Class 1: LAS + AS/DS Class 2: HP + TH Class 3: PT + NW Class 4: KW + DR /CU PPA 1x½day week -pm Using NR,AP, NH, and additional sports day will be with HF. 	<p>Keep bubbles together where possible and:</p> <ul style="list-style-type: none"> ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible; these stay the same during the day and on subsequent days. In September, staff can go between bubbles. AP will do an assembly on a Friday in each bubble separately, and AP/NH will share the Thursday PPA cover. 	Supervision during toilet needs- therefore TA in each class	M
Pupils	<ul style="list-style-type: none"> In September, in line with updated guidance all children will return. All pupils will be monitored for their SEMH needs. Provision and support will be in place for whole class and individuals where needed. Bubbles will keep their names and be named with R – Red, Year 1/2 – Green, Year 3/4 – Blue and Y5/6 - Purple. Class bubble doors will have clear signage, as will external doors 	<p>Children and young people who are considered extremely clinically vulnerable and shielding should continue to shield and should not be expected to attend.</p> <p>Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A minority of children will fall into this category, and parents should follow medical advice if their child is in this category.</p> <p>Children and young people who live in a household with someone who is extremely clinically vulnerable and shielding should only attend if stringent social distancing can be adhered to and the child or young person is able to understand and follow those instructions.</p> <p>Children and young people who live with someone who is clinically vulnerable (but not extremely clinically vulnerable) as defined in the social distancing guidance and including those who are pregnant, can attend.</p>		H
Behaviour Policy	<ul style="list-style-type: none"> Children who do not follow strict rules will be given two warnings. If they continue to disobey the strict rules on behaviour and or hygiene routines, then the leadership 	In light of the need for children to behave differently when they return to school, and any new systems that have put in place to support that, changes have		M

	<p>team may ring parents and that pupil may be sent home.</p> <ul style="list-style-type: none"> ▪ Children are not to be inside the building alone during lunch time or dinner unless they have requested the toilet. ▪ See appendix to the behaviour policy 	<p>been made to the school behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.</p> <p>These changes include:</p> <ul style="list-style-type: none"> • following new routines for arrival or departure • following school instructions on hygiene, such as handwashing and sanitising • following instructions on who pupils can socialise with at school • moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing) • expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands • tell an adult if you are experiencing symptoms of coronavirus • rules about sharing any equipment or other items including drinking bottles • amended expectations about breaks or play times, including where children may or may not play • use of toilets • clear rules about coughing or spitting at or towards any other person • clear rules for pupils at home about conduct in relation to remote education • rewards and sanction system where appropriate <p>Identify any reasonable adjustments that need to be made for students with more challenging behaviour.</p>		
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<p>Actions</p> <ul style="list-style-type: none"> ▪ Requirement: Pupils to wear clean clothes as much as possible. All clothes including shoes need to be independently fastened / put on by children. From September it is the expectation that ALL children will return in full uniform including appropriate footwear. ▪ Packed lunches and snacks can be brought in....soap bags with hand cream for sore skin can be kept in class. ▪ From September book bags will be permissible, but no big bags in Y3/4/5/6. Zip wallets will be purchased to transport books into and from school safely. ▪ In addition, children will only be able to bring their coat, water bottle and book zip wallet in each day - no pencil cases or rucksacks. ▪ PE will be taught by the two coaches and class teachers. All equipment must be cleaned down after each class. In addition active learning outside will be planned for and encouraged at break times, lunchtimes and during curriculum time. All children, including KS2 will have wellies in school at all

times. PE bags will not be brought into school to reduce amount of lost property and risk while getting changed. Instead Children will be required to come into school on their PE day(s) in their PE kits, which MUST be suitable for the weather on that day.

<p>PPE</p>	<ul style="list-style-type: none"> ▪ Teachers to have option of wearing a facial covering when in close contact with pupils. ▪ Teachers to wear apron, mask, goggles and gloves when performing intimate care, OR dealing with an unwell child. ▪ Teacher should not wear gloves unless in medical emergencies. There is strong evidence that this can spread germs more. ▪ Staff may continue to wear comfortable clean and easy to wash clothing each day. ▪ Staff to have training about safe removal and application of PPE masks and other equipment. Information given about how to store masks when not in use. ▪ Outside of EHCP children, all continence issues and soiling should not be dealt with by staff. Parent should be rung immediately, and children sent home. 	<ul style="list-style-type: none"> ▪ Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. ▪ The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: <ul style="list-style-type: none"> ▪ children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way ▪ if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A 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 gloves, an apron and a 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 	<p>Doctor explained that transmission rates for children under Year 5 were lower and therefore a facial covering was not needed. Also, that younger children do not have the discipline to comply. Reception pupils a third less likely to contract the virus and no evidence of primary pupils giving it to adults.</p>	<p>H</p>
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		vomiting, then eye protection should also be worn		
Actions				
▪ Face masks are available for staff. Staff can use their own if preferred.				
Class Size and Groups	<ul style="list-style-type: none"> ▪ No more than a class (e.g. 2 classes cannot mix) in one bubble ▪ Social distancing applies for staff. ▪ Groups should remain apart from each other for the entire day. 	<ul style="list-style-type: none"> ▪ For primary schools, a class can now come together. If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Desks should be spaced as far apart as possible. 		M
Actions				
• Ensure bubble does not go above 1 class, this means no mass gatherings e.g. assemblies.				
'Classroom Bubbles'	<ul style="list-style-type: none"> ▪ Children should not mix with other bubbles ▪ Teachers can now go between and mix with other classes, but it will be good practice to keep this to a minimum, and they should be timetabled to be together with a bubble as much as is possible. ▪ At playtimes and lunch times, children will be kept in their separate bubbles. ▪ In September we will have 3 Mid-days and 4 bubbles. Lunchtime will be managed by sectioning off the hall, with two distinct areas. There will be two sittings. 2 middays will supervise two classes in the hall, 1 will supervise two classes playing outside in 2 adjacent bubble areas. There will also be an additional TA on duty outside at lunch time to cover this time. ▪ Hall will be empty for 15 minutes to allow a thorough clean before the next two classes. 	<p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> • ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days • Ensure that the same teacher(s) and other staff are assigned to each group as far as possible; these stay the same during the day and on subsequent days. • Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In school seating students at the same desk each day will be good practice. • 2 children can now sit next to each other and desks can be placed like so: •  	Collection and drop off points need to be carefully considered. Enter in through single gate and exit out through double gate. Only one parent will be allowed to accompany. In September this will continue	M
Actions				
▪ Each class bubble will be clearly labelled with a colour. Reception – Red. Year 1/2 – Green. Y3/4 – Blue. Y5/6 - Purple				
Physical Building	<ul style="list-style-type: none"> ▪ Two children per double desk. ▪ Channels for the teacher to be created behind the desks for teachers to move ▪ Corridors to be marked with coloured Velcro spots to show 2m distance, to support the children. ▪ All furniture not being used will be stored and moved to the hall. ▪ Doors to be wedged open at all times including toilet doors (exceptions infant, staff and disabled). ▪ Cloak rooms can be used but managed to avoid congestion e.g. a few children at a time. 	<ul style="list-style-type: none"> ▪ Desks can now be placed next to each other but facing the front. ▪ Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days ▪ for exercise and breaks ▪ for outdoor education, where possible, as this 	Front left leg position to be marked with Velcro spot.	M

	<ul style="list-style-type: none"> Children discouraged from bringing anything from home that is unnecessary. Only a coat, waterbottle, zipper book wallet and lunch box if necessary. From September this includes book bags. Prop doors open, where safe to do so using wedges (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. Classroom spaces should be accessed from a singular entrance and preferably, directly from outside if possible. <p>Classroom- Changes.</p> <ul style="list-style-type: none"> Remove all non-essential objects. Redesign classroom spaces <p>Bubble Spaces</p> <ul style="list-style-type: none"> Class 4 – Purple – Y5/6 bubble Class 3 - Blue – Y3/4 bubble Class 2 - Green - Year 1/2 bubble Class 1 - Red - Reception bubble Hall- Isolation Room- Remove all non-essential items in the isolation room. Include one desk and one table <p>Outdoor Space</p> <ul style="list-style-type: none"> 4 different playground Zones/areas for each bubble. Front playground may be rotated during different breaks. Where lessons and weather permit, learning is to take place outside; teachers should use outdoor education wherever possible. Outdoor equipment can be used with sufficient cleaning of the equipment can be completed after any activity. Children are not to enter the building alone during break time unless for the toilet. After toileting they must go straight back outside. <p>Signage</p> <ul style="list-style-type: none"> Use Velcro spots on hallway to show 2m distances Create hand sanitiser station posters and ensure toilets have washing hands posters. 	<p>can limit transmission and more easily allow for distance between children and staff</p> <ul style="list-style-type: none"> Although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings 		
<p>Teaching, Learning and Curriculum</p>	<ul style="list-style-type: none"> The teaching in school will resume to the school curriculum. Catch up recovery curriculum will be in place, particularly focussing on basic skills in Maths and English, but other curriculum teaching will resume. Maths marking to be done by children in green pen. Oral 	<p>Refresh the timetable:</p> <ul style="list-style-type: none"> Once all the children have returned, staff will focus on allowing the children time to settle, informal assessments and from here the curriculum will be tailored to meet the children's needs. 	<p>Expectations on staff feedback should be minimal due to current situation.</p>	<p>L</p>

	<ul style="list-style-type: none"> feedback from teachers to children. Children will keep their equipment on desks (individual pencil cases). Books to be placed in children's individual trays. Books that are not needed will be removed and stored All children will be informally assessed using a range of assessment to see where they are at currently in relation to the curriculum, and their SEMH. Use will be made of the West Cheshire Children's Trust, New ways of working Covid recovery tool. This will support staff to recognise, respond and make appropriate links and referrals to support services. All children with SEND will be assessed within this process and appropriate services will be referred to, to support their needs. 	<ul style="list-style-type: none"> Emphasis will be also on Children's mental health and well-being. 'Schools should support the rebuilding of friendships and social engagement'. Consider which lessons or classroom activities could take place outdoors 		
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Actions

- Considerations for the first two weeks and then after this, staggered transition in September planned to allow children time back with their peers and then into their new class

Social Distancing	<ul style="list-style-type: none"> Physical contact such as handshakes and hugs should be avoided between educational staff Staff, should endeavour to stay 2m apart. Strict adherence to this policy will be monitored. Social distancing between pupils will no longer be expected although physical contact should be avoided for the majority of the time as good practice. 			M
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Timetable for Day	<ul style="list-style-type: none"> Class groups to have staggered break times/ lunch times start and end times. <table border="1" data-bbox="548 909 1086 1340"> <thead> <tr> <th></th> <th>Red - Lel</th> <th>Green - Helen</th> <th>Blue - Paula</th> <th>Purple - Kath</th> </tr> </thead> <tbody> <tr> <td>Session 1</td> <td>9am</td> <td>08:50</td> <td>08:40</td> <td>08:30</td> </tr> <tr> <td>Break</td> <td>10am</td> <td>9.55</td> <td>9.50am</td> <td>9.45</td> </tr> <tr> <td>Session2</td> <td>10.20am</td> <td>10.15am</td> <td>10.10am</td> <td>10am</td> </tr> <tr> <td>Assembly</td> <td>10.45</td> <td>11.30am</td> <td>11.15am</td> <td>11am</td> </tr> <tr> <td>Lunch</td> <td>lunch break 12:00</td> <td>lunch break 12:00</td> <td>Lunch 12:00</td> <td>lunch 12:05</td> </tr> <tr> <td></td> <td>lunch 12:30</td> <td>lunch 12:35</td> <td>Lunch break 12:20</td> <td>lunch break 12:25</td> </tr> <tr> <td>PM start</td> <td>13:00</td> <td>13:00</td> <td>13:00</td> <td>13:00</td> </tr> <tr> <td>Break</td> <td>14:10</td> <td>14:05</td> <td>14:00</td> <td>14:00*</td> </tr> <tr> <td>In from break</td> <td>14:25</td> <td>14:25</td> <td>14:15</td> <td>14:20*</td> </tr> <tr> <td>Home</td> <td>3.15pm</td> <td>3.10pm</td> <td>3.05pm</td> <td>3pm</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Hygiene rules to be followed at the start and end of day. Break time staggered by 5 minutes to ensure that all pupils are outside at the same time but socially distanced into class bubbles whilst allowing time to 		Red - Lel	Green - Helen	Blue - Paula	Purple - Kath	Session 1	9am	08:50	08:40	08:30	Break	10am	9.55	9.50am	9.45	Session2	10.20am	10.15am	10.10am	10am	Assembly	10.45	11.30am	11.15am	11am	Lunch	lunch break 12:00	lunch break 12:00	Lunch 12:00	lunch 12:05		lunch 12:30	lunch 12:35	Lunch break 12:20	lunch break 12:25	PM start	13:00	13:00	13:00	13:00	Break	14:10	14:05	14:00	14:00*	In from break	14:25	14:25	14:15	14:20*	Home	3.15pm	3.10pm	3.05pm	3pm	<p>Reduce mixing within education or childcare setting by:</p> <ul style="list-style-type: none"> staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time staggering lunch breaks - children and young people should clean their hands beforehand and will eat their lunch in their classrooms No after school clubs initially, then class based groups only 1 per week class teacher to oversee. Art for all and Sats booster for Y6? AP to run a Y5 club 		M
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	<p>ensure children don't come into contact with each other at transition times.</p> <ul style="list-style-type: none"> Children to stay in designated zones outside - this will be rotated to share access to the field. 			
Lunchtimes	<ul style="list-style-type: none"> Lunch as follows: Sitting 1: class 1 then class 2, sitting 2: class 3 then class 4, see below for timings. Children are not to access the building during lunch time unless for toileting and will be strictly one from each bubble only at a time. Lunch will be in the hall in two sittings in two distinct areas, see below. Children not to be sent inside for first aid incidents. Small incidents to be dealt with by mid-day (grazes etc.) who will have a first aid kit and record sheet with them. For more serious incidents, a first aider will be sent for to go out onto the playground. A rota of first aiders for each lunch time will be shared with everyone so they can be alerted if needed to attend an incident. <p>Order for First Aid rota: Monday – LeI Shorrock Tuesday - Kath Wright Wednesday - Tina Horsefield Thursday – Kath Wright Friday – LeI Shorrock</p>	<ul style="list-style-type: none"> staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms 		M
Movement- Children	<ul style="list-style-type: none"> 2m social distancing signs at regular reminder spots! Classroom spaces to have teacher only zones. Classrooms to have channels for teachers to move around 	<ul style="list-style-type: none"> accessing rooms directly from outside where possible Children to avoid moving around school except to go to the toilet. 		L
Movement- Staff	<ul style="list-style-type: none"> Teachers to use variety of shared staff spaces e.g. hall, staff room and garden area. Teachers should stay in their designated areas as much as possible. 	<ul style="list-style-type: none"> stagger the office to limit occupancy 		L
Movement- Parents	<ul style="list-style-type: none"> Parents should not enter the school building under any circumstances except in an extreme emergency e.g. illness or injury. They will be met near the door. Markings for one way only around the school for drop offs and pickups. Only one parent should drop off and collect children. Signs on fence for parents to stand on and wait that are 2m apart. No-go zone for teachers to stand in and release pupils Single gate in double gate out, Blue to use rear entrance to intervention room, reached by walking 		Pictures and walk through	L

	children round the back through gates at front, and exit using big gate at back.			
Working Hours	<ul style="list-style-type: none"> ▪ Staff should only enter the school site between 8am and 5pm. ▪ Caretaker and cleaning continually of toilets and communal areas, handles, surfaces, toilets, bins etc. continually from 10 am. 			L
Premises checks	<p>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</p> <ul style="list-style-type: none"> ▪ Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use. <p>Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers</p> <ul style="list-style-type: none"> ▪ Hot water generation servicing to continue in line with manufacturers' criteria. ▪ Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. ▪ Regularly check hot water generation for functionality and if required, temperature recording ▪ If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out. <p>Fire Safety</p> <ul style="list-style-type: none"> ▪ Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated. ▪ Carry out weekly checks of alarms systems, call points, and emergency lighting. ▪ Carry out regular hazard spotting to identify escape route obstructions. ▪ Check that all fire doors are operational. Fire drills should continue to be held as normal. <p>Kitchen equipment that holds water, for example dishwashers and combination ovens</p> <ul style="list-style-type: none"> ▪ Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth. 	<ul style="list-style-type: none"> ▪ During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety <p>For reference, use the Approved Code of Practice & HSG 274 for hot water.</p>		M

	<p>Security</p> <ul style="list-style-type: none"> All areas of the school should be kept secure. Access to certain closed areas should only be possible by relevant staff – e.g. staff room office etc. Check that access control and lockdown systems are operational. <p>Ventilation</p> <ul style="list-style-type: none"> Where possible, occupied room windows should be open. <p>Other points to consider</p> <ul style="list-style-type: none"> Core building-related electrical systems, including internal and external lighting, small power, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode. For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building e.g. hygiene rooms, sports hall showers etc. Update your keyholder information if necessary. Intruder alarm /fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers. Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance: https://www.hse.gov.uk/news/work-equipment-coronavirus.htm 			
Toilet facilities	<ul style="list-style-type: none"> Pupils should only enter one from each bubble at a time into toilets . Children’s bathrooms have two class bubbles sharing, so each girl have 2 cubicles and 2 sinks labelled for each class boys have sinks clearly labelled, and pupils encouraged not to mix in the toilets. One adult should accompany pupil to toilet to support management of hand washing and ensure cross over to other bubbles does not occur. Door wedges to keep the doors semi open to ensure privacy but keep ventilation. Caretaker and cleaner to check soap and paper towel supply is adequate 	<ul style="list-style-type: none"> ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time 		H
First Aid	<ul style="list-style-type: none"> PPE should be worn (gloves and masks) when dealing with a first aid incident. Individual teachers / middays should administer basic 			H

	<p>first aid in the first instance. - A first aid kit for each bubble will be provided and taken out by mid days at lunch time.</p> <ul style="list-style-type: none"> Serious injuries should be seen by a fully trained first aider <p>Monday – LeI Shorroch Tuesday - Kath Wright Wednesday - Tina Horsefield Thursday – Kath Wright Friday – LeI Shorroch</p> <ul style="list-style-type: none"> Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait in the school hall for parents. Children not to be sent inside for first aid incidents. Small incidents to be dealt with by mid-day (grazes etc.) who will have a first aid kit and record sheet with them. For more serious incidents, a first aider will be sent for to go out onto the playground. A rota of first aiders for each lunch time will be shared with everyone so they can be alerted if needed to attend an incident. 			
<p>Cleaning</p>	<p>Cleaning The school cleaner will be working from 10am-6pm and will continually move around school cleaning the toilets on a rota. These will be marked on a cleaning record sheet in each bathroom.</p> <ul style="list-style-type: none"> Toilets will be deep cleaned at the end of each day. Toilets will be regularly cleaned throughout and again after Kids Activity World children have finished the day. Tables and contact points must be cleaned regularly by bubble staff and by the school cleaner at lunchtimes. Equipment that has been used (and that can be cleaned) should be identified by the teacher at the end of the day to the cleaner (message on whiteboard) so that those objects can be disinfected. No toys can be brought in from home. Resources that cannot be cleaned according to the instructions must be packed away until after the COVID-19 epidemic is over. Tablets should be wiped several times daily and between use. If possible, avoid children sharing tablets. Contact points should be cleaned by cleaner on a rolling programme, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, 	<ul style="list-style-type: none"> discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this follow the COVID-19: cleaning of non-healthcare settings guidance Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal 	<p>Maximum time staff can stay to – 4pm / 4.30</p> <p>COSHH rules regarding bleach</p>	<p>H</p>

	<p>armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used.</p> <ul style="list-style-type: none"> ▪ Bins must be emptied before they are full and at least once daily. Pedal bins have been purchased for each classroom and toilet area, to dispose of tissues. <p>Classrooms All classes have their own cleaning resources in addition to the cleaning work done by the school cleaner/caretaker</p> <ul style="list-style-type: none"> ▪ Reception: Malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances. ▪ Reception: Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use (additional guidance on this has been included in the guide from early years team) and where possible, children should be discouraged from sharing these. ▪ Reception: Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines. ▪ Primary: Desks should be wiped regularly. ▪ Primary: All singing is to be avoided due to its plosive nature ▪ Primary: Teachers should have a spray bottle and cloth (disposable) ▪ Any objects the children touch should be disinfected once use has finished, or placed in the quarantine area of each classroom until the end of the day. 			
<p>Actions</p> <ul style="list-style-type: none"> ▪ Purchase pedal bins ▪ Ensure supply chains for cleaning products 				
<p>Communication to children</p>	<ul style="list-style-type: none"> ▪ All children (Y1-6) will have induction time in September on 2-4 September. The new reception class will have an induction/transition period combined 7-18 September. Those who have not been in will also sign the home school agreements. 	<ul style="list-style-type: none"> ▪ noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules) 		<p>L</p>

		<ul style="list-style-type: none"> ▪ tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) 		
Communication to and from Parents	<ul style="list-style-type: none"> ▪ Essential correspondence sent out via letter on school comms. ▪ Photo version of new measures were sent out to all children and families as a walkthrough of new measures- sent via school comms. ▪ Any forms or messages from parents should be emailed to the school office ▪ Methods of entry and exit to the school grounds have been communicated to parents. 	<ul style="list-style-type: none"> ▪ tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend ▪ tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) ▪ make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) ▪ also think about engaging parents and children in education resources such as e-bug and PHE schools resources 	Ensure all parents and children are aware of the narrow pavement and to be aware at all times that people may need to pass by and they should be able to do so and remain on the path.	M
Procedures for medical care, isolation and confirmed cases	<ul style="list-style-type: none"> ▪ Use of isolation area if symptoms are apparent. ▪ Parents to be called and children to be sent home as soon as possible if they develop symptoms and then will need to isolate with their household members for 14 days. ▪ All staff who display symptoms should access a test provided by the appropriate health care professional. ▪ If a child or staff member tests negative, they can return to their setting and end the self-isolation of their household. ▪ If any children or staff test positive, the rest of their bubble including staff should be sent home and advised to isolate for a minimum of 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group, subsequently develops symptoms. ▪ Temperature checks will not be used at the school. ▪ Use the hall where necessary for the isolation of pupils. Enter through back fire escape door. ▪ Any child sent home for being unwell, HT will use judgement as to whether Covid related and common sense should be utilised. Bubbles will only be closed and sent home if the HT suspects it could be Covid related. All parents will be informed if a child is sent home to reduce anxiety. ▪ If the need arises for a local lockdown, school will work in 	<ul style="list-style-type: none"> ▪ The government is developing a new national test and trace programme. This will bring together an app, expanded web and phone-based contact tracing, and swab testing for those with potential coronavirus symptoms. This programme will play an important role in helping to minimise the spread of coronavirus in the future. It will also include more traditional methods of contact tracing if a child, young person or parent tests positive. This could include, for example, direct discussion with parents and schools or colleges on recent contacts. <p>4/6/ update from L.A.</p> <ul style="list-style-type: none"> • Any child(adult) who is displaying symptoms of a high temperature, cough, shortness of breath, loss of sense of smell and taste, and potentially relating to latest DFE updates in children, swelling/rashes on the face, hands and feet, parents/carers will be contacted and the child and sibling (adult) WILL be sent home immediately. • The local authority wish to try to minimise 		H
Local Lockdown				

conjunction with local settings in the FAVSP partnership. We will also work with CWAC and the DFE to shutdown school within suggested time frame, such as has already happened in Leicester in July 2020. In the case of Leicester, 2 days notice was given to parents. We would endeavour to respond within the notice given to us as quickly as possible. In this instance, our provision would revert to Key worker and vulnerable children provision only. Staff available to work would be put onto a rota, as during the school shutdown

anxieties particularly in relation to the DFE guidance which states that when there is a suspected case (staff or pupil), whilst that individual and their family members should isolate, their bubbles/pods should remain operational until a positive result has been confirmed and only at that point should the rest of the bubble/pod be told to self-isolate as part of the Test and Trace process.

- *However, due to Test and Trace being so early in its implementation, and the current rate of return of results being variable, the school can decide, with the full support of the Local Authority, to isolate the bubble/pod earlier than the national guidance would indicate prior to the outcome of the test result being known. We feel that our parents will be reassured by this action.*
- *Clearly if the test result is positive the bubble/pod will need to remain in isolation as advised by Public Health, if the test result is negative then the bubble/pod will all be able to return to school. This will be updated as the Track and trace becomes more established.*

- If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the [COVID-19: guidance for households with possible coronavirus infection guidance](#).
- If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

<p>Shielding and clinically vulnerable children and adults.</p>	<p>Adults: & Children:</p> <ul style="list-style-type: none"> ▪ a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) ▪ Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding. ▪ if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). ▪ some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people. <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).</p> <p>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised</p>			M
<p>Visitors</p>	<ul style="list-style-type: none"> ▪ Any visitors who are critical to health and safety (water testing) or teaching individual class bubbles should be able to enter the school building following handwashing and bubble guidance. ▪ All non-essential maintenance should take place outside of the school working day. ▪ Parents should only enter the school building in 			L

	<p>emergency situations e.g. illness or injury, and the children will be as near to the door as is possible. Any communication should be done via email, telephone or conference call.</p> <ul style="list-style-type: none">▪ From September, essential SEN and Health visits will be permitted. No more than 1 visit a day. The visitor should not have visited another school on the same day.▪ Prospective parents will be permitted, 2 at a time to visit at set times and prearranged only: 9.30, 11, 1.30 or 3.30. This will enable Autumn 2021 cohort parents the valuable opportunity to visit. They should also follow handwashing guidance etc.			
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Green is updated information from latest guidance published on 2/7/2020