

SANDHILL PRIMARY SCHOOL RECOVERY PLAN

Opening to Vulnerable and Key Worker Children

12/1/21 UPDATE

All details of this plan have also been sent to the relevant bodies of ECMAT to ensure that they are aware of the application of DfE guidance and trust policies whilst paying attention to the school's own individual needs, circumstances and situation.

In completing this plan the following documents have been followed and best endeavours to apply have been made

- Our Plan to Rebuild : The UK Government's COVID-19 Recovery Strategy
- Actions for education and childcare settings to prepare for wider opening from 1 September 2020
- Coronavirus (COVID-19) : implementing protective measures in education and childcare settings
- **Restricting attendance during the national lockdown**

Critical workers and vulnerable children who can access schools or educational settings

List of critical workers (key workers) and vulnerable children and young people who can access full-time education provision in the case of future restrictions on education during the coronavirus (COVID-19) outbreak.

Change made:

Updated with information about the return to school and college in January, and added those whose work is critical to EU Transition to the list of critical workers.

Coronavirus (COVID-19) contingency framework for education and childcare settings

How settings can prepare for restrictions to help contain community transmission of coronavirus (COVID-19).

Change made:

Updated list of areas which this guidance applies to.

What parents and carers need to know about early years providers, schools and colleges

Information for parents and carers about going back to schools, nurseries and colleges in January 2021.

Further documents (including ECMAT and school policies) may be added to this plan as more guidance and information is received.

WHOLE SCHOOL PROCEDURES

“How to implement protective measures in an education setting”

Prevention:

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
2. Where recommended, the use of face coverings in schools. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
3. Clean hands thoroughly more often than usual. Minimise contact between individuals and maintain social distancing wherever possible
4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.
5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
6. Minimise contact between individuals and maintain social distancing wherever possible.
7. Where necessary, wear appropriate personal protective equipment (PPE).
8. Always keeping occupied spaces well ventilated.
9. Engage with the NHS Test and Trace process.
10. Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
11. Contain any outbreak by following local health protection team advice.

1	How many staff do you have available to work in school?	33
2	How many teachers do you have available to work in school?	13
3	How many support staff including teaching assistants do you have available for work in school?	12
4	Do you have a head or deputy available for work in school?	Yes
5	Do you have at least one person with paediatric first aid training available for work in school?	Yes
6	Do you have at least one person with up to date Designated Safeguarding Lead (DSL) training available to work in school?	Yes
7	Do you have your special educational needs coordinator available for work, or an alternative staff member who could take on this role?	Yes
8	Do you have a caretaker and/or cleaning staff, and if necessary, at least one office staff member available during the school day?	Yes

Risk Description	Additional information and proposed actions	Actions applied Action completed
Organisation		
All risk assessments, health and safety policies and compliance checks will need to be completed before reopening	These will be completed initially at trust level (PPE, H&S etc) and then applied to individual circumstances. It is vital that all of these changes and new ways of working are communicated to staff and that these are then made available to parents / carers through the website	Information sharing with staff, parents/carers advice is updated and risk assessments and policies completed
Organisation of class sizes and groups in accordance with all relevant guidance	Class organisation will be based on ten classes. School will limit the movement of adults in each bubble. Classes should aim to have no more than 15 children in each learning base unless guidance stipulates. The classes will remain separate.	Staffing model one teacher per group and a TA. In all classes familiar staff will be in these rooms for well-being of pupils.
Organisation of workspaces to maintain space between desks and seats wherever possible	Classrooms will be organised to maximise the space available and create space between children. Where possible classrooms should be organised in rows facing forwards with the teacher maintaining social distance. However, where this becomes a barrier to learning teachers may have tables grouped together to allow for more targeted support to groups of children during lessons.	Classroom setup completed Classrooms/school environment organised and signposted (E.g. which playground, toilets, first aid, quarantine areas, meals spaces, staff refreshment areas.)
Infection control	<ul style="list-style-type: none"> • The school community to clean hands thoroughly more often than usual. • All staff and children to use hand sanitiser on entry into the school building. • Staff must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future • School have sufficient hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly. • Each teaching base has it’s own toilet to avoid cross contamination. • Upper windows in each teaching base are opened on a ventilation setting to enable fresh circulating to reduce the risk of the spread of the virus. • Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to 	Children briefed on the routine and procedure. Sanitisers in each classroom and sanitising stations at fixed points around the school building.

	<p>be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.</p> <ul style="list-style-type: none"> • Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach. • With hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. • Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for those who spit uncontrollably or use saliva in a sensory way. This should be considered in risk assessments in order to support these pupils and the staff working with them. 	
Refresh the timetable	<p>Lessons will be delivered as close to the school timetable as possible</p> <p>Agree what learning is appropriate for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to ‘catch up’ support.</p> <p>Agree ongoing learning offer for eligible pupils who can’t attend school, as well as offer for those that continue to be out of school.</p> <p>Outdoor learning will be considered wherever possible. Timetables will be carefully designed to ensure that there will be minimum contact / crossover between groups and their movement between spaces Break/lunch times will be staggered. These timetables have been designed and staff have been consulted. Assemblies delivered virtually to maintain and build the sense of community.</p>	<p>Curriculum approach identified that meets current needs focus on core, PSHE and PE (Assist with well-being and use of outdoor space)</p> <p>Timetables shared with staff; reviewed January 5th 2021 with teachers having more flexibility in the lessons that they teach – breaks and start times still remain staggered to avoid cross-contamination.</p> <p>Different areas around school will be used for staff lunch times to ensure room capacity is adhered to.</p>
Extra curricular provision e.g. breakfast /afterschool clubs.	<p>School does not have the space to offer breakfast club socially distanced at present in order to avoid cross-contamination of bubbles.</p>	
Arrival and exit procedures	<p>The school car park will not be accessible to vehicles from 8:30am – 9am and from 2:30pm – 3pm</p> <p>The driveway will be used as an exit for parents and children. Procedures in place to safely allow entry / exit (if necessary) through staff controlling the flow of traffic up and down the driveway.</p> <p>Parents who require disabled access will be allowed to enter the car park. Two members of staff control this flow using walkie talkies to communicate when it is safe for cars to enter and exit the school site.</p> <p>No parents / carers or children to have access to school grounds before 8:30 am.</p>	<p>Staff, children, and parents informed.</p> <p>Classrooms/school environment organised and signposted (E.g. which playground, toilets, first aid, quarantine areas, meals spaces, staff refreshment areas.)</p> <p>Staggered drop-off and collection times in place</p>

	The one-way system will be continued to support social distancing PARENTS AND CARERS WILL NOT BE PERMITTED ACCESS TO THE BUILDING.	Parents have been informed. - School used video tours to add additional support before the school reopened.
Catering/School meal provision supply chains	Reviewed Jan 2020: KS1 children (universal free school meals) who wish to have a hot meal to eat in the hall. Children in KS2 wishing to eat a hot meal (FSM and non-FSM) to have hot meals delivered to classrooms. Children to eat out of bento boxes to ensure no unnecessary spillages. Tables need to be wiped before and after eating.	Ensure FSM meal children are catered for as priority EYFS/ Y1 / Y2 children eat hot meals in the school hall All other year groups to have lunch in the classroom.
Configuration of staff rooms and offices makes compliance with social distancing difficult	Staff room re-modelled to allow for social distancing between staff. Maximum of 5 staff to be in one room at any one time. Chairs set out socially distanced. Staff to use other rooms (Community, library and EYFS kitchen) to eat to give staff greater protection of safe rooms to eat in. EYFS & KS1 – Staff Room LKS2 – Community Room UKS2 - Library	Staff 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.
Child/staff member becomes unwell at school with coronavirus symptoms, or have someone in their household	Follow guidance as stated in “Coronavirus (COVID-19) : implementing protective measures in education and childcare settings” Ensure that pupils, staff and other adults don’t come to school if they have coronavirus (COVID19) symptoms, or have tested positive and ensuring anyone developing those symptoms during the school day is sent home. If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’, which sets out that they must selfisolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.	Enhanced hygiene approach in place with use of PPE (for example, toilet use, hand washing) and decide on procedures related to usually shared items (for example, books, toys, practical equipment). Stock with appropriate PPE and First aid equipment and check date. Follow guidance on testing issued by .gov If your staff provide intimate care for any children or young people and for cases where a child becomes unwell with

	<p>Where 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 and needs of the child, with appropriate adult supervision. 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> <p>If the child needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible.</p> <p>The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. PPE to be worn by staff, while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p>	<p>symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</p> <p>Disabled toilet in reception</p>
In the event of an outbreak	<p>GOVERNMENT AND LOCAL GUIDANCE MUST BE FOLLOWED AT ALL TIMES AND STRICT PROCEDURES AND PROTOCOLS HAVE BEEN ISSUED</p> <p>If the school experiences an outbreak, either because we have two or more confirmed cases of coronavirus (COVID19) among pupils or staff within 10 days, or we see an increase in pupil or staff absence due to suspected or confirmed cases of coronavirus, we will contact the local health protection team. This team will advise us if additional action is required.</p> <p>If our local area sees a spike in infection rates that results in localised community spread, decisions will be made on what measures to implement to help contain the spread.</p> <p>In all cases, where groups need to self-isolate or where a larger restriction of attendance at school is needed, we will seek to ensure your child/ren's education can continue remotely. (Separate document : Principles for remote learning)</p>	Public health and local authority procedures adopted.
Staffing		
Ineffective procedures in place to cover the absence of head, deputy and senior leaders, due to having COVID 19	<p>Continued leadership of the school whilst working from home</p> <p>Support from CEO and other heads and in the Trust</p>	Should the head of school be absent the deputy can act up in this absence.

	<ul style="list-style-type: none"> • Heads and SLT of schools follow prepared action plan including delegated leadership roles • Intensive support of heads on an individual and collective basis with delegation of tasks as required • Mobilise resources from within the Trust to support individual school's if required • Longer term delegation of work to other SLT • Day to day monitoring of the position and action by the Board of Trustees • Updates provided to the LA and DfE with support provided as required 	<p>Members of the SLT to act up should there be any shortfall in leadership of the school</p>
<p>Staffing groups of children</p>	<p>Where possible, teachers and staff should only operate within their own class in order to facilitate the delivery of the school timetable. Where individual staff do need to move between classes, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p>	<p>Only to be applied as a last resort. Some staff support children 1:1 with SEMH. Staff know to maintain 2m distance and wearing of PPE.</p>
<p>Pregnant Staff</p>	<p>Staff who are pregnant as per national restrictions, staff should work at home where possible.</p> <ul style="list-style-type: none"> • If home working is not possible, pregnant staff and their employers should follow the advice in the Coronavirus (COVID-19): advice for pregnant employees. • Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. All pregnant women should take particular care to practise frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. • Pregnant women are not advised to be vaccinated against COVID-19. An employer's workplace risk assessment should already consider 	<p>Regular meetings with pregnant members of staff to monitor health and wellbeing</p>

	<p>any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents).</p> <ul style="list-style-type: none"> • Any risks identified must be included and managed as part of the general workplace risk assessment. • As part of their risk assessment, employers should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks. 	
Trust staff, supply teachers, peripatetic teachers, tempoary staff and other visitors	<ul style="list-style-type: none"> • Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. • They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. • School to consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. • To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply staff and agree a minimum number of hours across the remainder of the academic year. • A record is to be kept of all visitors. 	Visitors to school to be informed immediately of school procedures in order to conform with school risk assessment
Pupil		
Pupils' behaviour on return to school does not comply with social distancing guidance	<p>The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</p> <p>Clear messaging about social distancing. Reinforced throughout the school day by staff. For young children this is done through age appropriate methods such as stories and games.</p> <p>Messages to parents reinforce the importance of social distancing. Staff model social distancing consistently.</p>	<p>Support provided from Pastoral teams for identified Children. Additional PSHCE learning to support children in their understanding of the current situation</p> <p>Staff have undertaken the online trauma informed training.</p> <p>Provision in place for SEND pupils on return in terms of 1:1 support.</p>

	<p>The movement of pupils around the school is minimised; children who use break out areas have a designated table allocated to their class to avoid cross-contamination of work spaces. If space is unavailable and it is essential to use a different class's workspace, the table must be wiped down before and after use.</p> <p>Large gatherings are avoided at all times.</p> <p>Break times and lunch times are structured to support social distancing and are closely supervised. Classes will not be in the same area of school at any time any cross of bubbles walking to and from their designated areas is carefully managed between staff.</p>	<p>Behaviour policy reviewed and shared with staff to ensure they reflect the new rules and routines necessary to reduce risk in our setting.</p>
<p>Pupils with SEND</p>	<ul style="list-style-type: none"> • Pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve. • Teachers and special educational needs coordinators are to plan to meet these needs. 	
<p>Health and Safety</p> <p>Cleanliness of the school and equipment is not maintained to high standard</p>	<p>Deep clean of all areas of school prior to opening to the wider population of pupils / staff</p> <p>Morning and evening cleaning of all areas of school</p> <p>Staff responsible for regular sanitising of PCs, keyboards etc. Tables should be wiped down in the regularity throughout the day if children are moving work spaces.</p> <p>Sanitising of equipment in other areas e.g. photocopier to be undertaken after each use</p> <p>Play equipment, including loose external (if applicable), to be wiped down after use</p> <p>Throughout the day regular cleaning of hot spots by caretaker / cleaners</p>	<p>PFI cleaning plan in place.</p> <p>Where a sink is not nearby, and sanitisers in the classrooms and other learning environments are available.</p> <p>Aqueous zone sprays are available in each area to clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, more regularly than normal.</p>

	<p>External fixed play equipment not to be used</p> <p>Shared resources kept to a minimum and cleaned after every use, including books</p> <p>Regular washing of hands.</p>	
School does not have effective sanitisation systems in place	<p>Long standing Government guidance followed i.e. regular washing of hands, alcohol hand rubs, hand sanitisers</p> <p>All children returning to school to be reminded of expectations regarding hand washing etc. Assistance for those that struggle to do independently.</p> <p>Where hand washing facilities are not available, hand sanitisers will be made available</p> <p>Sterilising wipes (alcohol based) to be provided for key touch points e.g. in reprographics room</p> <p>Provision of tissues in appropriate locations for 'catch it, bin it, kill it'</p> <p>Regular wiping down touch points</p> <p>Limit the amount of shared resources (for school and home use)</p> <p>Posters reminding pupils and staff of responsibilities e.g. in washing hands regularly in place at key areas throughout school</p> <p>Sufficient stock of all products maintained through regular audits (at least weekly) of sanitiser dispensers, wipes and tissues to ensure re-orders completed in a timely fashion</p>	<p>Children frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Are encouraged not to touch their mouth, eyes and nose. Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</p> <p>Appropriate levels of PPE and hygiene equipment (soap, anti bac gel, tissues clearing products) are in place.</p>
First Aid provision is inadequate	At least two registered first aiders and paediatric first aiders on site at all times	First Aid Policy updated Medical room in place

	<p>Stock checks of first aid equipment are regularly undertaken</p> <p>Head of School's office designated as a medical room that is to be used to hold children exhibiting Covid systems until collected by a parent. Room to allow 2m distancing, ventilation for airflow and access to nearby toilets (room to be deep cleaned after use).</p> <p>Alternative space if required – the school reception where 2 metres can be maintained.</p>	
Fire procedures are not appropriate for new arrangements	<p>Fire procedures have been reviewed and revised where required, due to:</p> <ul style="list-style-type: none"> • Reduced numbers of pupils/staff • Possible absence of fire marshals • Social distancing rules during evacuation and at assembly points • Possible need for additional assembly point(s) to enable social distancing where possible • Staff and pupils have been briefed on any new evacuation procedures. • Fire marshalls have been trained and briefed appropriately. • Plans for fire evacuation drills are in place which are in line with social distancing measures. 	<p>Revised approach to fire drill adopted and in place.</p> <p>Fire drill carried out with current groups in school.</p>
Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them	<p>Parents have been provided with clear guidance and this is reinforced on a regular basis.</p> <p>Covid 19 page on the school website provides relevant information</p> <p>Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</p> <p>The school, and parents are clear about the definitions and associated mitigating strategies relating to people who are classed as clinically vulnerable and clinically extremely vulnerable.</p> <p>Schools have a regularly updated register of pupils with underlying health conditions.</p>	<p>Parents have kept school informed if they are isolating and this has been followed up with calls from school.</p>
Mental Health		

<p>Pupils' mental health has been adversely affected during the period that the school has been closed and returning to school with a significantly changed environment</p>	<p>Schools have Thrive trained staff</p> <p>Access to external agencies and therapists as required</p> <p>Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies (stories/toy characters are used for younger pupils to help talk about feelings). Resources/websites to support the mental health of pupils are provided.</p> <p>Reviewed October 2020: Wellbeing INSET completed by staff; wellbeing ambassador appointed to monitor staff wellbeing levels; wellbeing classroom champions (TAs) used to assess and support children who may be experiencing trauma. Jan 2020 Staff questionnaires to be used regularly to monitor mental health.</p>	<p>Trauma informed training carried out by PSA, SENCO and key staff members.</p>
<p>The mental health of staff has been adversely affected during the period that the school has been closed</p>	<p>Plan likely mental health, pastoral or wider wellbeing support for pupil and staff returning to school (for example, bereavement support). Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.</p>	<p>Questionnaire and briefings to provide staff the opportunity to share anxiety about the return and being in school. Regular check in with staff. Weekly virtual meetings. Agreed staff workload expectations (including for leaders).</p>
<p>Pupils and staff are grieving because of loss of friends or family</p>	<p>Schools have Thrive trained staff</p> <p>Access to external agencies and therapists as required</p> <p>OHU referrals</p> <p>ECM has created a Wellbeing Strategy and Toolkit to support children and staff. Staff will be trained to use this effectively.</p>	<p>Plan in place for reintegration.</p>
<p>Equipment</p>		
<p>Spread of infection (coronavirus) via use of shared equipment</p>	<p>Measures to take when handling equipment, including instruments, include the following:</p> <ul style="list-style-type: none"> Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. 	

	<ul style="list-style-type: none"> • Avoid sharing equipment wherever possible. • Classroom based resources, such as books and games, can be used and shared within the bubble; these are to be cleaned regularly, along with all frequently touched surfaces. • Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. • Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. • Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. 	
<p>Communication</p>		
<p>Ineffective communication with key stakeholders</p>	<p>Communications strategies for the following groups are in place:</p> <ul style="list-style-type: none"> • Staff - email / online meetings • Pupils – SeeSaw / Purple Mash • Trust – email / online meetings • LGB - email / online meetings • Local authority cluster - email / online meetings • Families isolating and working remotely– children receive work on SeeSaw or tapestry (EYFS) learning platform. Blended learning approach means that children currently not in school receive the same learning opportunities and expectations of children in school. 	<p>Senior colleagues are free to be present around the school especially during the early part of wider opening whilst also ensuring “bubbles” are maintained.</p> <p>Regular opportunities to get feedback from staff on the new arrangements. Agree any flexible working arrangements needed to support any changes to usual work patterns (for example, staggered start/end times).</p>

		<p>Parents made aware of the protective steps we're taking to make the school a low-risk place for their child</p> <p>Contractors and suppliers made aware of avoiding times where gates are closed to aid entrance and egress of the school.</p>
<p>Staff, pupils and parents are not aware of the school's procedures for self-isolation</p>	<p>Staff, pupils and parents have received clear communications informing them of current government guidance on display / confirmed cases of COVID-19 and how this will be implemented in the school.</p> <p>This guidance has been explained to staff and pupils in readiness for return. Updated risk assessment shared with staff on 12.01.21</p> <p>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</p> <p>Covid 19 section on the school website provides the latest government guidance and school specific documentation e.g. how to make self-referrals for testing</p>	<p>Updates on the school website directing towards the correct guidance.</p>
Policy		
<p>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</p>	<p>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school</p> <p>Staff, pupils, parents, IEB and trustees have been briefed</p>	<p>Policies reviewed in line with school circumstances.</p>
<p>Educational Visits</p> <p>Spread of infection (coronavirus)</p>	<p>The government advise against educational visits at this time.</p> <p>This advice will be kept under review.</p> <p>The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak.</p>	

If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider

FOUNDATION STAGE 1&2

FS1: children working remotely are accessing work in the AM. Vulnerable children and those of key workers are attending school in PM.
 FS2: will remain as a separate bubble to FS1

Issue	Additional information and proposed actions
Toilets and handwashing	FS1 and FS2 have their own toilet area and own sinks for handwashing Staff to remind children of handwashing advice when going to toilet Additional hand sanitising points will be available
SEN children needing 1:1 support	This will be covered on the rota by a TA and PPE will be worn.
In line with DFE guidance “remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)”	Reviewed October 2020: soft furnishings (where necessary) are permitted back into the EYFS Unit. This will be reviewed if guidance is updated.
With regards to indoor equipment <ul style="list-style-type: none"> • remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere • remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) 	Staff will need to consider how easily equipment and resources can be cleaned during the lunchtime break to ensure that it “is appropriately cleaned between groups of children using it” The cleaning of this equipment will need to form part of discussion with the cleaning team. It may be that there are two sets of resources which are limited to each of the groups in nursery (We will need to determine how realistic this expectation is) Communication with ENGI cleaning team to wipe down hotspots between each session. As EYFS numbers in EYFS are small, resources do not need to be doubled. Regular cleaning of resources still takes place.
With regards to outdoor equipment “consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously”	Outdoor equipment to be split into two sets with one set allocated to each of the two groups Staff must be very clear about what equipment is to be used for each group. Cleaning of outdoor equipment to be discussed.

	<p>Outdoor space to be used as much as is realistically possible</p> <p>EYFS stagger outside time as they are now two separate bubbles. EYFS to ensure resources outside are allocated to each bubble to avoid cross contamination</p>
<p>Ensure that drop off and pickups are completed safely and in a way that minimises contact between adults.</p> <p>“plan parents’ drop-off and pick-up protocols that minimise adult to adult contact”</p>	<p>NO PARENTS OR CARERS ARE TO BE ALLOWED ENTRY TO THE FOUNDATION STAGE CLASSROOMS</p> <p>Parents of new starters allowed to space out in the outdoor provision when dropping off children for the first time.</p> <ul style="list-style-type: none"> • The children, with a parent, will have an allocated place on the playground to form a queue (following the 2m distance rule) • The am nursery children will be collected from the nursery gate at 11:10am • The pm nursery children will be dropped off at 12:30pm. • Parents will not be allowed entry to the classroom as part of normal settling routine. This will be communicated to parents beforehand with clear explanation as to why. • One member of staff in the FS1 classroom and one member of staff on the playground collecting the children.
<p>Ensure clear guidance around use of PPE particularly for intimate care and first aid</p>	<p>There is guidance provided in the document ‘<i>Implementing protective measures in education and childcare settings</i>’ which will be shared.</p> <p>All documents and relevant risk assessments will need to be shared with staff and regularly reviewed to ensure safety of all involved</p> <p>PPE supplies have been purchased and direction of the use will be provided by guidance stated above.</p>
<p>Ensuring that all rooms, resources and surfaces are cleaned between groups of children using them</p>	<p>Discussions with teaching and cleaning team to ensure</p> <ul style="list-style-type: none"> • End of each session all surfaces and high use areas are cleaned to correct standards. Each group will have aqueous spray bottles to clean surfaces with micro fibre cloths. • Sets of resources are switched to ensure that they are provided to children as planned in organisation of room • Teaching staff will not be expected to clean routinely.
<p>Lunchtime arrangements</p>	<p>All FS2 will have lunch in the hall as there are not enough tables in the classroom for children to sit at. Children will be socially distanced when having lunch in the hall.</p>

Staffing levels need to be legal under the supervision ratios detailed in EYFS guidance	Two staff will remain in the FS1 unit. If extra staff can be deployed to support, they will. However, with numbers of children in school this is unlikely.
Will sand, water and dough still be permitted within EYFS settings?	Individual resources where necessary for child's needs. Resources to be labelled with names, water to be poured away after individual use. Reviewed October 2020: Sand and water permitted in EYFS to support pupil learning. If guidance is updated, this will be ammended.

YEAR 1 – YEAR 6 CLASSES

“It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff, where possible, only mix in a consistent group.

Issue	Additional information and proposed actions
Setting up the classroom(s) to ensure that all DfE and government guidance is adhered to.	<p>Within the classroom children will use their own desk. Desks will be spaced as far apart as is possible given space available and number of children.</p> <p>Activity areas in classrooms organised to maintain as much social distancing, Minimise contact between individuals and maintain social distancing wherever possible</p> <p>Small adaptations to the classroom to support distancing where possible. Pupil's seated side by side and facing forwards, rather than face to face or side on,</p> <p>Children will receive individual packs with their own stationery that will not be shared.</p> <p>Reviewed January 2021: Depending on the most effective approach to organising a classroom; teachers have the discretion to have children sat in rows facing forwards or have tables grouped together to allow more targeted support to groups of children during lessons.</p>
Infection control & Transmission of Coronavirus Timetable & Curriculum	<p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, it is important to avoid creating busy corridors, entrances and exits.</p> <p>A timetable for each class is designed to ensure the minimum cross over of bubbles and to minimise shared use of resources.</p> <p>Class organisation will be based on ten classes.</p> <p>Curriculum has been planned to minimise need to share resources and teachers will be responsible for ensuring they are resourced for lessons and that this is completed in good time.</p>

	No class will be in the same area of school at any time. Any cross over of bubbles walking to and from their designated areas is carefully managed between staff.
Physical activity in school	<p>Pupils to be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene (this is particularly important in a sports setting because of the way in which people breathe during exercise.</p> <p>Activities such as daily mile, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>
Playground and equipment	Each group has its own equipment and apparatus to be used outside. The adventure playground has been cordoned off.
Lunchtime	<p>A staggered approach to lunchtime will be taken to ensure bubbles remain separated FS2 will use the hall and will have a hot option. Reviewed January 2021; KS1 children (universal free school meals) who wish to have a hot meal to eat in the hall. Children will be spaced in the hall between groups to allow for safe social distancing.</p> <p>All other KS2 children will be required to bring a packed lunch.</p> <p>Lunch will be eaten inside the classroom. All desks will be cleaned before and after the children have eaten. Bubbles will be allocated zones on the playground. Some bubbles will have an allocated SMSA while other classes will have a teaching assistant. (Staff may need to be included on lunchtime supervision rota to ensure safety and correct supervision levels).</p>
Entry and exit points	<p>Entry and exit points will form part of the whole school approach and implementation of a one-way system around school.</p> <p>Each class has an entrance and exit route which has been describe and explained in communications (see letters).</p> <p>Parents will use social distancing marked arrows outside of school designated areas where the children will be greeted by SLT and then the class teacher at the door.</p> <p>Parents and carers will not be permitted access to the building. There will be entry and exit points assigned for each group.</p> <p>Parents will be instructed not to gather at the school entrance by staff outside on meet and greet.</p> <p>Staff to encourage handwashing upon arrival to school. Parents will then exit via the drive supervised by SLT.</p>
Ensure clear guidance around use of PPE particularly for intimate care and first aid	<p>There is guidance provided in the document <i>'Implementing protective measures in education and childcare settings'</i></p> <p>All documents and relevant risk assessments will need to be shared with staff and regularly reviewed to ensure safety of all involved</p> <p>PPE supplies have been purchased and direction of the use will be provided by guidance stated below:</p>

A key mitigation in the spread of the disease is for PPE to worn by staff in enclosed areas **and communal spaces**. Government guidance on the opening of Early Years Settings which states ‘A facemask should be worn if a distance of 2 metres cannot be maintained from a child who is symptomatic and awaiting collection and if contact is necessary, then gloves, an apron and a facemask should be worn.

As a Trust and a school we also work under the guidance of the local authority and local public health and it is under this guidance that we ask parents to wear facemasks when bringing into/ collecting their child(ren) from school.

Further guidance on face coverings

- Safe working in education, childcare and children’s social care provides
- Face coverings in education settings

Entrance and Exit directions to Sandhill Primary

