**SANDHILL PRIMARY SCHOOL RECOVERY PLAN**

**23/2/21 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
* Schools Coronavirus Operational Guidance
* Advice for pregnant employees

[Critical workers and vulnerable children who can access schools or educational settings](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision?utm_source=8ff99bc5-98b6-48fb-a535-932474a17738&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

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](https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings?utm_source=c2dc1d6f-6bed-49ab-9545-882df7da7598&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

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](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak?utm_source=f2e544a3-a0f1-4347-afc4-67de800581ec&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

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. The use of face masks is recommended in communal areas. 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.

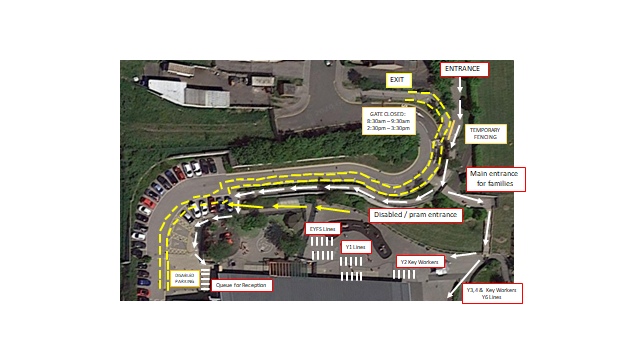
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| 1 | How many staff do you have available to work in school? | **33** |
| 2 | How many teachers do you have available to work in school? | **13** |
| 3 | How many support staff including teaching assistants do you have available for work in school? | **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** |

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| **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.  School will implement ‘bubbles’ of an appropriate size to achieve the greatest reduction in contact and mixing to ensure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists.  School will keep pupils in their class groups for most of the classroom time, but will allow mixing in wider groups for specialist teaching (RWI)  All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. | Staffing model one teacher per group and a TA.  In all classes familiar staff will be in these rooms for well-being of pupils.  Adults covering PPA will do so across a limited number of classes  SMSAs will be limited to 2 classes |
| 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 orgnaised in rows facing forwards with children sitting by side rather opposite 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 | * 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. * Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should  continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an  alternative. * 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.   Ventilation  Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission.  These can be achieved by:   * natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air * natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)   Asymptomatic Testing  Rapid testing remains a vital part of our plan to suppress this virus. All school staff will use Lateral Flow Tests twice a week. School will follow the procedures in the event of a positive case. See Lateral Flow Test Guidance  Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. | Children briefed on the routine and procedure.            Sanitisers in each classroom and sanitising stations at  fixed points around the school building.            To balance the need for increased ventilation while maintaining a comfortable temperature, we will:  • open high level windows in colder weather in preference to low level to reduce draughts  • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)  •providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform  • rearranging furniture where possible to avoid direct draughts  Results will be reported to .gov and using the schools reporting form. |
| Refresh the timetable | Lessons will be delivered as close to the school timetable as possible    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.    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.    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. | Curriculum approach identified that meets current needs focus on core, PSHE and PE (Assist with well-being and use of outdoor space)    Timetables shared with staff; reviewed  with teachers  having more flexibility in the lessons that they teach – breaks and start times still remain staggered to avoid  cross-contamination.    Different areas around school will be used for  staff  lunch times to ensure room capacity is adhered to. |
| Extra curricular provision e.g. breakfast  /afterschool clubs. | School will work to resume before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil’s wider education and training.  School can allow mixing in wider groups for wrap around school such as before and after school clubs | You should advise parents that where they are accessing this provision for their  children, that they must only be using this, where:  • the provision is being offered as part of the school’s educational activities  (including catch-up provision)  • the provision is as part of their child’s efforts to obtain a regulated qualification  or meet the entry requirements of an education institution  • the use of the provision is reasonably necessary to support them to work,  seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group |
| Arrival and exit procedures | The school car park will not be accessible to vehicles from 8:30am – 9am and from 2:30pm – 3pm The driveway will be used as an exit for parents and children.  Safely allow entry / exit (if necessary) through staff  controlling the flow of traffic up and down the driveway.  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.  No parents / carers or children to have access to school  grounds before 8:30am.  The one-way system will be continued to support social distancing  PARENTS AND CARERS WILL NOT BE PERMITTED ACCESS TO THE BUILDING. | Staff, children, and parents  informed.    Classrooms/school environment organised and signposted (E.g. which playground, toilets, first aid, quarantine  areas, meals spaces, staff refreshment areas.)    Staggered drop-off and collection times in place    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:  EYFS children (universal free school meals) who wish to  have a hot meal to eat in the hall. Children in other year groups wishing to eat a hot meal (FSM and non-FSM) to have hot meals delivered to classrooms.  Children to eat from 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 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. I  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.  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.  If the child needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if  possible.  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 of2 metres cannot be maintained (such asfor a very young child or a child with complex needs).  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.  The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.  You should not request evidence of negative test results or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation. | 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  symptoms of coronavirus while in their setting and needs  direct personal care until they can  return home.  Close contact means:  1 anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19) 2 anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test:  3 face-to-face contact including being coughed on or having a face-to face conversation within 1 metre  4 been within 1 metre for 1 minute or longer without face-to-face contact  5 sexual contacts  6 been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)  7 travelled in the same vehicle    Disabled toilet in reception |
| In the event of an outbreak | GOVERNMENT AND LOCAL GUIDANCE MUST BE FOLLOWED AT ALL TIMES AND STRICT PROCEDURES AND PROTOCALS HAVE BEEN ISSUED  If the school experiences an outbreak, either because we  have two or more confirmed cases of  (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.  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.  In all cases, where groups  need to selfisolate or where a   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) | 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 | Continued leadership of the school whilst working from home    Support from CEO and other heads and in the Trust   * 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 | Should the head of school be absent the deputy can act up  in this absence.    Members of the SLT to act up should there be any shortfall in leadership of the school |
| Staffing groups of children | 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. | 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. |
| Pregnant Staff | School will follow the specific guidance for pregnant employees because pregnant women are considered CV.   * 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 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). * Any risks identified must be included and managed as part of the general workplace risk assessment.   Pregnant women from 28 weeks’ gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). | Regular meetings with pregnant members of staff to monitor health and wellbeing  Pregnant staff will work from home in their third trimester (unless changes to government guidlines)  Advice for preganant employees to be shared with pregnant staff before 8th March. |
| **Trust staff, supply teachers, peripatetic teachers, tempoary staff and other visitors** | * Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. * Such staff and visitors must follow your school’s arrangements for managing and minimising risk based on the system of controls. They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking. * 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. * A record is to be kept of all visitors.   This also applies to other temporary staff and volunteers working in schools such as:  • support staff working on a supply basis  • peripatetic staff such as music tutors and sports coaches  • those working in before and after school clubs | 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 | The school’s behaviour policy has been revised to include  compliance with social distancing and this has been  communicated to staff, pupils and parents.    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.    Messages to parents reinforce the importance of social  distancing.  Staff model social distancing consistently.    The movement of pupils around the school is minimised;  children who us 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 adifferent class’s workspace,the table  must be wiped down before and after use.    Large gatherings are avoided at all times.    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. | Support  provided from Pastoral teams for  identified Children. Additional PSHCE learning to support children in their understanding of the current situation    Staff have undertaken the online trauma informed training.    Provision in place for SEND pupils on return in terms of 1:1 support.  Behaviour policy reviewed and shared with staff to ensure  they reflect the new rules and routines necessary to reduce risk in our setting. |
| **Pupils with SEND** | * 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. |  |
| **Curriculum** | | |
| Children may have sigificant gaps in their learning | Teach an ambitious and broad curriculum in all subjects  Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils’ knowledge.  You should ensure that curriculum planning is informed both by an assessment of pupils’ starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum | Staff meeting time to be dedicated to prioritising and addressing the most significant gaps |
| **Physical Education** |  |  |
| Children may have reduced access to physcial education | School has the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls.  Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.  School can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.  For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. | Timetable for hall use and outdoor spaces  Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing. |
| **Health and Safety** |  |  |
| Cleanliness of the school and equipment is not maintained to high standard | Deep clean of all areas of school prior to opening to the wider population of pupils / staff    Morning and evening cleaning of all areas of school    Staff responsible for regular sanitising of PCs, keyboards etc. Tables should be wiped down in the regulalry throughout the day if children are moving  work spaces.    Sanitising of equipment in other areas e.g. photocopier to be undertaken after each use    Play equipment, including loose external (if applicable), to be wiped down after use    Throughout the day regular cleaning of hot spots by caretaker / cleaners    External fixed play equipment not to be used    Shared resources kept to a minimum and cleaned after every use, including books    Regular washing of hands. | PFI cleaning plan in place.  Where a sink is not nearby, and sanitisers in the classrooms and other learning environments are  available.    Aqueos 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. |
| School does not have effective sanitisation systems in place | Long standing Government guidance followed i.e. regular washing of hands,  alcohol hand rubs, hand sanitisers    All children and staff to be reminded of expectations regarding hand washing etc.  Assistance for those that struggle to do independently. Staff and children to handwash/santitise upon arrival to school, when they return from breaks, when they change rooms, before and after eating    Where hand washing facilities are not available, hand  sanitisers will be made available    Sterilising wipes (alcohol based) to be provided for key touch points e.g. in reprographics room    Provision of tissues in appropriate locations for 'catch it, bin it, kill it'    Regular wiping down touch points    Limit the amount of shared resources (for school and home use)    Posters reminding pupils and staff of responsibilities e.g. in washing hands regularly in place at key areas throughout school    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 | Children frequently wash their hands with soap and water  for 20 seconds and dry thoroughly.   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’)    Appropriate levels of PPE and hygiene equipment (soap, anti bac gel, tissues clearing products) are in place. |
| First Aid provision is inadequate | At least two registered first aiders and paediatric first  aiders on site at all times    Stock checks of first aid equipment are regularly undertaken    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).  Alternative space if required – the school reception where 2 metres can be maintained. | First Aid Policy updated  Medical room in place |
| Fire procedures are not appropriate for new arrangements | Fire procedures have been reviewed and revised where  required, due to:   * 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. * All fire doors are operational at all times | Revised approach to fire drill adopted and in place.    Fire drill carried out with current groups in school. |
| 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 | Parents have been provided with clear guidance and this is reinforced on a regular basis.    Covid 19 page on the school website provides relevant information    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.    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.    Schools have a regularly updated register of pupils with underlying health conditions. | Parents have kept school informed if they are  isolating and this has been followed up with  calls from  school. |
| Pupils unable to access education in school as a result of following government guidance for isolation. | Schools are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction.  See appendix for \*Principles of Remote Education in circumstances of bubbles closures, teacher isolation and pupil isolation | Staff will continue to complete virtual registers for those children who are isolating |
| **Mental Health** |  |  |
| 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 | Schools have Thrive trained staff    Access to external agencies and therapists as required 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.    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 quesitonnaires to be used regulalry to monitor mental health.  Set out clearly the consequences for poor behaviour and deliberately breaking the rules. You should also set out how you will enforce those rules including any sanctions, especially for any restrictions on movement within school and new hygiene rules.  Lack of routine, and classroom discipline may contribute to disengagement for some pupils returning to school. This could result in an increase in poor behaviour.  School will consider what sanctions or consequences are appropriate for poor behaviour and whether additional support should be put in place for these pupils including those who:  • may struggle to reengage in school  • are at risk of being absent or persistently disruptive  Some pupils may return to school having suffered from:  • bereavement  • anxiety  • in some cases, increased welfare and safeguarding harms  Pupil well-being and support  Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood.  This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.  Consider using pastoral and extra-curricular activities to:  • support the rebuilding of friendships and social engagement  • address and equip pupils to respond to issues linked to coronavirus (COVID19)  • support pupils with approaches to improving their physical and mental wellbeing | Trauma informed training carried out by PSA, SENCO and key staff members.  Spring term staff to receive on Incredible Me  Wellbeing Wednesdays to continue until Easter (initially) CM and BN to oversee and support the teaching of skills in a relaxing and calming environment giving pupils opportunity to develop their resilience, relationships and self esteem  School will revisit the behaviour ladder and share with pupils and staff  Re-engaging children through phased return and immersive curriculum  Wellbeing Wednesdays to promote resilience, self-esteem and confidence  School will informally re-assess children to ensure appropriate interventions are in place  Pupils will continue to access personalised well-being sessions for bereavement or anxiety |
| The mental health of staff has been adversely affected during the period that the school has been closed | 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.  All employers have a duty of care to their employees, and this extends to their mental health.  School will have explained to all staff the measures put in place. Discuss with all staff any changes in place as part of these measures.  Staff deployment  School may need to alter the way in which they deploy staff and use existing teaching and support staff more flexibly.  School will ensure that appropriate support is in place for pupils with SEND. Any redeployments of staff should not be made at the expense of supporting pupils with SEND  Staff who are not teachers may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. | 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).    Staff Deployment  School will discuss and agree any proposed changes in role or responsibility with members of staff, ensuring staff members have the appropriate skills, expertise and experience to carry out the work, and all appropriate checks are made if they are engaging in regulated activity |
| Pupils and staff are grieving because of loss of friends or family | Schools have Thrive trained staff    Access to external agencies and therapists as required    OHU referrals    ECM has created a Wellbeing Strategy and Toolkit to support chidlren and staff. Staff will be trained to use this effectively. | Plan in place for reintegration. |
| Pupils and families who are anxious about attending school | It is likely that some pupils, parents and households may be reluctant or anxious about attending school  Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks.  Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.  School will identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them. | School have put reintergration plans in place including the phased return of vulnerable pupils before the 8th March |
| **Equipment** | | |
| Spread of infection (coronavirus) via use of shared equipment | Measures to take when handling equipment, including instruments, include the following:   * Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. * 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. |  |
| **Communication** |  |  |
| Ineffective communication with key stake holders | Communications strategies for the following groups are in place:   * 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. | Senior colleagues are free to be present around the school especially during the early part of wider opening whilst also ensuring “bubbles” are maintained.    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).    Parents made aware of the protective steps we’re taking to make the  school a low-risk place for their child    Contractors and suppliers made aware of avoiding times  where gates are closed to aid entrance and egress of the school. |
| Staff, pupils and parents are not aware of the school’s procedures for self-isolation | 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.    This guidance has been explained to staff and pupils in  readiness for return.    Any updates or changes to this guidance are communicated in a timely and  effective way to all stakeholders.    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 | Updates directing towards the correct  guidance. |
| **Policy** |  |  |
| 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 | All relevant policies have been revised to take account of  government guidance on social distancing and COVID-19 and its implications for the school    Staff, pupils, parents, IEB and trustees have been briefed | Policies reviewed in line with school  circumstances. |
| Educational Visits | | |
| Spread of infection (coronavirus) | The government advise against educational visits at this time.  This advice will be kept under review.  The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak.  If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider |  |

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| **FOUNDATION STAGE 1&2** | |
| 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  Staff to insist handwashing/sanitise upon arrival to school, when they return from breaks, when they change rooms, before and after eating |
| 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   * *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.  Outdoor space to be used as much as is realistically possible  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 |
| Ensure that drop off and pickups are completed safely and in a way that minimises contact between adults.  *“plan parents’ drop-off and pick-up protocols that minimise adult to adult contact”* | **NO PARENTS OR CARERS ARE TO BE ALLOWED ENTRY TO THE FOUNDATION STAGE  CLASSROOMS**  **Parents of new starters allowed to space out in the outdoor provision when dropping off children for the first time.**   * 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. |
| Ensure clear guidance around use of PPE particularly for intimate care and first aid | There is guidance provided in the document *‘Implementing protective measures in education and childcare settings”*which will be shared.  All documents and relevant risk assessments will need to be shared with staff and regularly reviewed to ensure safety of all involved  PPE supplies have been purchased and direction of the use will be provided by guidance stated above. |
| Ensuring that all rooms, resources and surfaces are cleaned between groups of children using them | Discussions with teaching and cleaning team to ensure   * 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 notbe expected to clean routinely. |
| Lunchtime arrangements | 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. |
| 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. |
| Children may have significant gaps in learning | Teachers may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if they think this would support your children following time out due to coronavirus  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.  For Reception, consider how all groups of children can be given equal opportunities for outdoor education. |

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| **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. | 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.  Activity areas in classrooms organised to maintain as much social distancing,  Minimise contact between individuals and maintain social distancing wherever possible    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,    Children will receive individual packs with their own stationery that will not be shared.  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. |
| Infection control & Transmission of Coronavirus  Timetable & Curriculum | 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.  A timetable for each class is designed to ensure the minimum cross over of bubbles and to minimise shared use of resources.  Class organisation will be based on ten classes.  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.  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 | Pupils to be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.  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.  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. |
| Playground and equipment | Each group has its own equipment and apparatus to be used outside. The adventure playground has been cordoned off. |
| Lunchtime | 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.  All other KS2 children will be required to bring a packed lunch. 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). |
| Entry and exit points | Entry and exit points will form part of the whole school approach and implementation of a one-way system around school.  Each class has an entrance and exit route which has been describe and explained in communications (see letters).  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.  Parents and carers will not be permitted access to the building. There will be entry and exit points assigned for each group.  Parents will be instructed not to gather at the school entrance by staff outside on meet and greet.  Staff to insist handwashing/santitise upon arrival to school, when they return from breaks, when they change rooms, before and after eating. Parents will then exit via the drive supervised by SLT. |
| Ensure clear guidance around use of PPE particularly for intimate care and first aid | There is guidance provided in the document *‘Implementing protective measures in education and childcare settings”*  All documents and relevant risk assessments will need to be shared with staff and regularly reviewed to ensure safety of all involved  PPE supplies have been purchased and direction of the use will be provided by guidance stated below:  A key mitigation in the spread of the disease is for PPE face masks must be worn by staff in communal spaces e.g. corridors, staff room (when not eating), office, photocopier room) Feb 21.  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  Safe wearing of face coverings requires the:  • cleaning of hands before and after touching – including to remove or put them on  • safe storage of them in individual, **sealable plastic bags between use**  Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully.  Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day. |
| Children may have significant gaps in their knowledge and learning | For pupils in Key Stages 1 and 2, teachers are expected to prioritise identifying gaps and re-establishing 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.  Teachers should ensure their curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages. |

**Entrance and Exit directions to Sandhill Primary**

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