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| **Coronavirus (COVID-19): Risk Assessment Action Plan for potential opening from November 2020** |



**St Margarets at Hasbury**

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| Assessment conducted by: Sara Shepherd | Job title: Headteacher |  |
| Date of assessment: 2nd November | Date of next review: 19th November |  |

The sole purpose of this risk assessment is to support schools in preparing for all pupils, in all year groups, to return to school full-time from the beginning of the autumn term **while reducing the risk of coronavirus transmission**. The risk assessment has been written in collaboration with a number of local authorities.

* For the purpose of this risk assessment, the term ‘coronavirus’ to refer to coronavirus disease 2019 (COVID-19).

Schools must ensure that this risk assessment reflects the local setting and context of the school. Staff must be consulted with regard to this risk assessment (this must take into consideration all types of workers including agency workers, casual staff and contractors and any other adult on site as well as your permanent staff).

* This risk assessment is not exhaustive and is issued to schools as a template to assist in the production of a comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/amended/added-to to reflect the school**.
* This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
* For further reference, <https://www.gov.uk/government/latest?departments%5B%5D=department-for-education>, including the documents below,
  + <https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>
  + <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
  + <https://www.hse.gov.uk/coronavirus/working-safely/risk-assessment.htm>
  + <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe?utm_source=14%20October%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19>

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| **Key:** |  |
| Level of risk prior to control | Identifies the risk before any steps to reduce the risk have been taken |
| Risk Description: | Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs. |
| Risk Controls: | The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context. See appendix |
| Impact: | Could be L/M/H or numeric, depending on what is used in the school setting. |
| Likelihood: | Could be L/M/H or numeric, depending on what is used in the school setting. NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE. |
| Responsible person: | The identified staff member(s) responsible for implementing the risk controls. |
| Completion Date: | The date by which required plans for controls will be in place. |
| Line Manager Check: | Sign off to ensure that the risk has been minimised as far as possible. |

| **Risk Description/Area of Concern** | **Level of risk prior to control**  **<>** | **Risk Controls** | **Level of risk is now**  **<>** | **Likelihood**  **<>** | **Responsible person** | **Planned completion Date** | **Line Manager Check** |
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| The school lapses in following national guidelines and advice, putting everyone at risk |  | To ensure that all relevant guidance is followed and communicated:   * The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care and PHE, and review its risk assessment accordingly * Information on the school website is updated. * Pupils updated via classrooms/email/text as necessary. * Any change in information to be shared with Chair of Governors and passed on to parents and staff by email   As a result, the school has the most recent information from the government, and this is distributed throughout the school community. | **Low** | **Low** | **SS**  **LH**  **MG**  **TB** |  |  |
| Poor communication with parents and other stakeholders |  | * All staff/pupils aware of current actions and requirements and reminded frequently using school communication systems * Headteacher to share risk assessment with all staff * Parents notified of risk assessment plan and shared with parents via website.   As a result, all pupils and all staff working with pupils are adhering to current advice. | **Low** | **Low** | **SS**  **TB** |  |  |
| Lack of awareness of policies and procedures |  | * School leaders will ensure that all policies impacted on by coronavirus controls are updated * All staff, pupils and volunteers will make themselves aware of all relevant policies and procedures including, but not limited to, the following:   + Health and Safety Policy   + Infection Control Policy   + First Aid Policy   + Intimate care policy   + Behaviour policy   + Staff absence reporting procedures * All staff have regard to all relevant guidance and legislation including, but not limited to, the following:   + The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013   + The Health Protection (Notification) Regulations 2010   + Public Health England (PHE) (2017) ‘Health protection in schools and other childcare facilities’   + DfE and PHE (2020) ‘COVID-19: guidance for educational settings’ * The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. * Staff are made aware of the school’s infection control procedures in relation to coronavirus via email * Parents are made aware of the school’s infection control procedures in relation to coronavirus via letter/social media/poster at entrance to school – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus * Pupils are made aware of the school’s infection control procedures in relation to coronavirus via a coordinated programme of delivery from staff on the morning of their first day in school. Care should be taken to do this for every pupil even if they do not attend on the first day. All are informed that they must tell a member of staff if they begin to feel unwell. * Daily electronic briefing issued to staff.   As a result, all staff and pupils are aware of the policies and procedures in place to keep themselves safe in school. | **Low**  **Low** | **Low**  **Low** | **SS**  **LH**  **MG**  **TB**  **Copies to be put in green folder for each bubble**  **SS**  **TB**  **SS**  **TB**  **SS**  **LH**  **(all teachers)**  **SS** |  |  |
| Poor hygiene practice in school - **general** |  | * Posters are displayed at the entrance to the school, around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing hands before entering and leaving school) * Pupils to wash their hands with soap after break times and lunchtimes and when changing rooms for no less than 20 seconds * Teachers to reiterate key messages in class-time (when directed) to pupils to:   + Cover coughs and sneezes with a tissue,   + To throw all tissues in a bin   + To avoid touching eyes, nose and mouth with unwashed hands. * alcohol-based sanitiser and tissues to be provided for the school reception area, dining hall, classrooms and other key locations for staff and visitors * Infection control procedures are adhered to as far as possible in accordance with the DfE and PHE’s guidance * Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas * Hand washing facilities are supervised by staff at all times when pupils are washing their hands to avoid overcrowding in hand washing areas * Pupils and staff do not share cutlery, cups or food. * All utensils are thoroughly cleaned before and after use * Staff will carry out additional cleaning. Door handles, doors and taps are cleaned during the day after every bubble visit and paper/hand towels are refilled daily * Cleaner is deployed to clean the toilets, sinks after lunchtime   As a result, all pupils and staff are adhering to high standards of hygiene to minimise risk of transmission. | **Low**  **Low**  **Low**  **Low** | **Low**  **Low**  **Low**  **Low** | **TB**  **KA**  **All staff**  **All staff**  **TB**  **KA**  **All staff**  **KA**  **All staff**  **All staff**  **KA** |  |  |
| Poor hygiene practice – **specific – school entrance** |  | * Clear signage in place regarding social distancing * Barriers/screens to be used by reception staff when dealing with parents/visitors/contractors * Areas touched to be wiped down * Discourage parents from entering the school building * Rearrange furniture in reception area to facilitate social distancing. * If possible, arrange for a separate staff entrance to the workplace – stagger start times for staff where possible. * Where visits are necessary and are for the lower school we are asking them to sign in and walk around the outside of the building rather than through   As a result, reception staff are protected. | **Low** | **Low** | **All office staff** |  |  |
| Poor hygiene practice – **specific – office spaces.** |  | * Tissues/hand sanitiser to be available in office locations * Staff to wash hands on arrival at school * Each individual is responsible for wiping down their own work area before and after use.   As a result, office practice in office spaces limits the risk of the spread of any infection. | **Low**  **Low** | **Low**  **Low** | **SS**  **TB**  **All staff** |  |  |
| Poor hygiene practice – **specific -** **spread of potential infection at the start of the school day.** |  | In line with government advice:   * Issue information to young people, parents, carers and visitors not to enter the school if they display any symptoms of coronavirus – letter to parents * Issue information to parents about arrival and departure procedures, including safe drop-off and pick-up * Inform each year group and their parents of their allocated times for the beginning and end of their school day. See appendix * Inform each year group and their parents of the allocated entrance and exit points to school and where they should go on arrival. See appendix * 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. * Soap and water is the best approach to this and schools should endeavor to ensure there are enough hand washing facilities available. The correct hand washing routine should be followed. * Only staff will be using hand sanitizer provided. Children have been asked to provide their own if they wish to use it as well as good handwashing * Small children and pupils with complex needs should continue to be helped to clean their hands properly. * All staff to wash hands on arrival in school * Make it clear to parents and pupils that they cannot congregate at the front of school prior to the start of the school day * Letter have been sent out to reiterate the need to swift drop off to minimise anyone congregating. * Anyone entering the school playground/car park are now asked to wear a mask * Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport * Issue information to pupils in relation to restrictions on their movement around the site * Sufficient supplies of hand-washing supplies should be provided to accommodate this procedure at the start of the day.     As a result, the risk of infection is reduced as pupils and staff arrive at school. | **Low** | **Low** | **SS**  **TB**  **SS**  **All staff**  **All staff**  **SS**  **LH**  **All staff**  **TB**  **KA** |  |  |
| Poor hygiene practice **– specific – toilet/changing facilities.** |  | * Staff to wear additional PPE when supporting pupils with toileting routines (EYFS) – mask, gloves, apron * All changing surfaces to be cleaned before and after each use * Nappies/soiled items to be disposed of in yellow bags * Staff to follow specific intimate care procedures. See policy * Any soiled clothes are put into a plastic bag (double bagged) and sent home.   As a result, safe practices are followed and the risk of infection is reduced for staff and pupils. |  |  | **KA to prepare and restock each bubble**  **NE** |  |  |
| Poor hygiene practice – **specific - end of the school day.** |  | * Issue information to parents about departure procedures, including safe pick-up * Inform pupils and parents of their allocated times for the end of their school day. See appendix * Inform pupils and their parents of the allocated exit points and pick up points. See appendix * Make it clear to parents and pupils that they cannot congregate at the front of school/in the playground prior to the end of the school day. If waiting to collect pupils, parents are to remain in cars and park safely * Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport and potential road closures.   As a result, the risk of infection is reduced as pupils and staff leave school. | **Low** | **Low** | **SS**  **SS**  **SS**  **LH** |  |  |
| Ill health in school. |  | * Staff are informed of the symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing, high temperature and loss of taste or smell and are kept up-to-date with national guidance about the signs, symptoms and transmission of coronavirus * Appropriate PPE is sourced and guidance on its location, use and disposal issued to staff in line with government guidance on what to do if a pupil or staff member becomes unwell * All staff are informed of the procedure in school relating a pupil becoming unwell in school * All staff advised of the procedure in school if a member of staff becomes unwell. * Ensure all staff absences are appropriately recorded. * Any pupil who displays signs of being unwell is immediately referred to Sara Shepherd * Any staff member who displays signs of being unwell immediately refers themselves to Sara Shepherd and is sent home * Where the named person is unavailable, staff ensure that any unwell pupils are moved to an empty room whilst they wait for their parent to collect them. School admin team to contact parents. Parents advised to follow the COVID-19: Guidance for households, including accessing testing * If a pupil needs to use the bathroom, they should use a separate bathroom. Disabled toilet in upper school, designated staff toilet in the lower school building which will be cleaned after use. * Pupils displaying symptoms of coronavirus do not come in to contact with other pupils and as few staff as possible, whilst still ensuring the pupil is safe. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained * If contact with a child or young person is necessary, then gloves, an apron and a face mask should be work by the supervising adult. If there is a risk of splashing, eye protection should also be worn * The relevant member of staff calls for emergency assistance immediately if the pupil’s symptoms worsen * Unwell pupils who are waiting to go home are supervised in Vorgon room, lower building and intervention room, upper building where they can be at least two metres away from others * Areas used by unwell pupils who need to go home are identified as out of bounds, thoroughly cleaned and disinfected once vacated.   As a result, any member of the school community who becomes unwell, is isolated quickly and appropriate action is taken to minimise the risk of infection. | **Low**  **Low**  **Low** | **Low**  **Low**  **Low** | **SS**  **TB**  **SS**  **SS**  **TB**  **All staff**  **All staff**  **KA** |  |  |
| Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing. |  | * Leaders to identify and communicate clearly to parents and pupils who is to attend and the times they are to attend * Leaders to calculate capacities of classrooms. * Classrooms allocated for provision and small adaptations made to to support distancing where possible without compromising safety routes or fire escapes. Fire doors will be propped open to reduce touch spots. * Classrooms to be arranged so adults maintain 2 metre distance from each other, and from children where possible and when circumstances allow. * Classrooms to be arranged to support adults to avoid face to face contact and minimise time spent within 1 metre of anyone. * KS2 classes are all forward facing * All staff ensure they have an up to date seating plan for tables, carpet spaces and. Lunchtime eating. * Timetable reviewed and refreshed and programme communicated to teachers and staff * Where possible, pupil movement to be limited to make social distancing easier and specialist teachers to move between allocated classrooms * Leaders to consider how best to supplement remote education with face-to-face support for pupils.   As a result, staff and pupils are clear about where they should be, the times that they should be there and what they are delivering. | **Low**  **Low** | **Low**  **Low** | **SS**  **SS**  **LH**  **KA**  **SS**  **SS**  **LH** |  |  |
| A pupil is tested and has a confirmed case of coronavirus. |  | In line with government advice:   * The rest of the class/group should be advised to self-isolate for 14 days. Do not take any action regarding notifying bubbles until you have been contacted by PHE. Refer to the school symptom management Standard Operating Procedure (SOP) * The Headteacher will contact PHE. Then PHE’s local protection teams to conduct a rapid investigation and will advise school on appropriate action.   As a result, school leaders taken appropriate action in the event of a confirmed case of coronavirus. | **Low** | **Low** | **SS**  **SS** |  |  |
| Insufficient staff to run face-to-sessions for pupils. |  | * Leaders to ensure that they have a complete list of shielded (clinically extremely vulnerable) and clinically vulnerable adults for their school * Leaders to ensure that the clinically vulnerable offered the safest available on-site roles where possible * Protocols for staff to inform leaders if they need to self-isolate are clearly in place * Leaders ensure there is a rota in place for cover in the instance that staff have to self-isolate.   As a result, sufficient staff cover in place to provide the face-to-face support sessions for pupils. | **Low** | **Low** | **SS**  **SS**  **SS**  **SS** |  |  |
| Pupil movement between lesson, at breaktime and lunchtime increases the risk of infection. |  | * Staggered starts to be put in place for breaktime and lunchtime * Different drop off/pick up points will be put in place for pupils arriving . If space is shared it is within the phase bubbles. * Allocated outdoor areas for each year group to be identified for breaktime and lunchtime * Lunchtime don’t have to be more staggered than usually because school as enough space for allocated bubbles. * Pupils advised not to play contact games at breaktime or lunchtime. Ball games and shared outdoor equipment to be prohibited * Pupils to be supervised in washing hands before and after lunch * Children have specific seats for lunchtime that adheres to the seating plan and ensure track and trace * Food is ordered online by the parents. No touch screens * Tables to be cleaned between year groups using lunchtime facilities * Catering staff to maintain strict levels of hygiene in food preparation areas and follow whole staff guidance in reporting illness * Pupils who bring a packed lunch, to eat in classrooms to reduce movement and maintain social distancing.   As a result, the risk of infection during unstructured time is reduced. | **Low**  **Low** | **Low**  **Low** | **SS**  **SS**  **SS**  **TB**  **SS**  **TB**  **All staff**  **SS**  **TB**  **lunch staff** |  |  |
| Spread of infection in classrooms/shared areas. |  | * All unnecessary items to be removed from classrooms and learning environments and stored elsewhere * All soft furnishings and items that are hard to clean to be removed   Class sizes - **Follow new guidance re class sizes for primary and secondary**  Pupils to be directed to specific seats in classrooms and to maintain seats during the day as far as possible - **Follow new guidance re class sizes for primary and secondary**   * Tissues and hand sanitiser to be located in each classroom/learning space * Bins to be emptied daily in classrooms. * Contact with communal surfaces, such as door handles etc to be minimised. Doors to be kept open * Where possible, windows to be opened to provide ventilation. * Pupils/staff to clean IT equipment (esp keyboards) with anti-bacterial wipes before and after each use * Shared telephone handsets to be cleaned with anti-bacterial wipes before and after each use * Shared teaching resources to be cleaned prior to and after use * If any bodily fluids come into contact with classroom equipment, ensure that gloves are worn to remove the piece of equipment before it is thoroughly cleaned * Guidance issued to staff on the use of the staff room and staff toilet area, including maximum numbers at any one time. Staff to be reminded to adhere to social distancing at all times. All surfaces to be wiped down before and after use, including drawers handles, fridge doors, microwave door etc. * Hand sanitiser to be in place at photocopiers/shared keyboards/telephones etc * Staff must wash and dry their own cups, plates and utensils, using disposable towels.   As a result, the risk of infection to staff and pupils in classrooms is reduced | **Low** | **Low** | **KA**  **KA**  **KA**  **TB**  **TB**  **All staff**  **All staff**  **All staff**  **All staff**  **All staff**  **All staff**  **KA**  **All staff** |  |  |
| Poor pupil behaviour increases the risk of the spread of the infection. |  | * Pupils are reminded of the behaviour policy on their return to school * Sanctions (and how they will be applied in the context of social distancing) are clearly communicated to pupils and parents. Behaviour policy is adjusted as a consequence * Pupils individual behaviour plans are reviewed and specific control measures identified and shared with pupils and staff where necessary.   As a result, pupils and staff understand the behaviour policy/individual plans in context. | **Low** | **Low** | **SS**  **All staff** |  |  |
| Pupils with complex needs are not adequately prepared for a return to school or safely supported. |  | * Specific arrangements for pupil transport have been risk assessed and agreed with local providers * Leaders and staff should review individual pupils handling plans, including the use of PPE * Additional advice should be sought from external agencies where appropriate in relation to moving and handling (physiotherapy, occupational therapy) * Review individual communication plans where close proximity is expected e.g. on-body signing * Plans should be understood, shared and followed consistently by all staff working with those pupils * Prepare additional social stories to support pupils with autism / learning difficulties (highlighting changes to classrooms/arrangements/use of PPE, for example) and share with parents and pupils prior to pupils returning to school.   As a result, pupils with complex needs are well supported. | **Na**  **Na** | **Na**  **Na** | **LH**  **MS** |  |  |
| Vulnerable pupils and pupils with SEND do not receive appropriate support. |  | * Appropriate planning is in place to support the mental health of pupils returning to school * Agree what returning support is available to pupils with SEND in conjunction with families and other agencies.   As a result, pupils with SEND and those concerned about returning to school are well supported. | **Low** | **Low** | **SS**  **LH**  **MS**  **All staff** |  |  |
| Increased number of safeguarding concerns reported after lockdown. |  | * Agree safeguarding provision to be put in place to support returning pupils * Ensure that key staff (DSL and deputies) have capacity to deal with any arising concerns * Follow up any referrals made by staff swiftly, while maintaining social distancing.   As a result, safeguarding remains of the highest priority and practice. | **Low** | **Low** | **SS** |  |  |
| Emergency evacuation due to fire etc. |  | * Lockdown, fire and emergency evacuation procedures to be reviewed so that social distancing can be maintained * Leaders to communicate procedures to all staff * Staff to communicate emergency evacuation procedures to pupils at the beginning of each day.   As a result, social distancing is maintained in the event of an emergency evacuation. | **Low** | **Low** | **SS** |  |  |
| Cleaning is not sufficiently comprehensive. |  | * Ensure that all cleaning and associated health and safety compliance checks have been undertaken prior to opening * A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures * Where possible, additional cleaning staff employed (or given additional hours) to increase the regularity of cleaning * Whilst pupils are at breaktime/lunchtime, staff to clean tables/door handles with a disinfectant spray. Hands washed afterwards * Disposable wipes/sprays are next to photocopiers/printers etc * Cleaners to act upon guidance normally linked to ‘deep cleans’ as part of their daily procedures (i.e. a focus on door handles, toilets, changing room, toys in the Early Years).   As a result, high standards of cleanliness are maintained in school. | **Low** | **Low** | **TB**  **KA**  **KA**  **All staff**  **KA**  **KA** |  |  |
| Contractors, deliveries and visitors increase the risk of infection. |  | * All contractors to be checked to ensure that they are essential visitors prior to entry to the school * Agree arrival and departure times with contractors to ensure that there is no contact with staff or pupils * All contractors/visitors to wash hands either prior to or on entry to the school site * Contractors and visitors are directed to specific/designated handwashing facilities * All areas in which contractors work are cleaned in line with government guidance * Contractors to bring own food, drink and utensils onto site. * Staff who receive deliveries to the school to wash hands in line with government guidance after handling * Where possible, staff to identify safe/designated place for delivery without need for contact with staff. Drivers are not permitted to enter the school premises when making deliveries * If drivers have to enter school site, ensure that they are asked to maintain social distancing and use hand sanitiser before entering the building * Surfaces to be cleaned after any deliveries have been made.   As a result, any external visitors/contactors are kept safe and the risk to other members of the school is minimised. | **Low** | **Low** | **TB**  **Office staff**  **TB**  **KA** |  |  |

**School-specific arrangements relating to risk assessment that may need additional detail:**

**Capacity and organisation of teaching spaces –** school has 3 playgrounds and a reception play area therefore phase bubbles are able to have their own play area and eating area. Toilets will be shared in phase bubbles – max of 60 children and hot spots cleaned after every use. Reception won’t have tables set up in rows. In other classes tables will be in rows with children sitting side by side (only if there is enough space for adults to safety walk through)

**Appendix**

**September 2020 Returning to School Protocol and Procedures**

In line with the Department for Education’s instruction, it is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term - Wednesday 2nd September 2020 (1st Sept Staff INSET).

Our planning is underpinned by the Department for Education’s advice on effective infection protection and control which states the following:

“We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

1. a requirement that people who are ill stay at home
2. robust hand and respiratory hygiene
3. enhanced cleaning arrangements
4. active engagement with NHS Test and Trace
5. formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school’s circumstances and will (as much as possible) include:

* grouping children together
* avoiding contact between groups
* arranging classrooms with forward facing desks
* staff maintaining distance from pupils and other staff as much as possible”

Many of the protocols and procedures that were implemented during the summer term will remain the same in the autumn term with the expectation that they will further embed so that children who did not attend in the summer term will themselves adopt the measures also.

All protocol and procedures are aligned to the Risk Assessment of Schools document (appendix 1) that has been produced using a LA-approved template following ‘Guidance for full opening: schools’ (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction>). It is a legal requirement to review and update the previous risk assessment.

“The following plan outlines relevant detail from the government’s guidance with further detail about how St Margaret’s Primary School will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can’t negate them entirely.”

*All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances…The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.*

Within the government guidance, the systems of control that schools should adopt are clearly listed. This document will outline those systems of control and how St Margarets Primary School has made them appropriate to our specific context and circumstance.

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### **“System of controls**

This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.

#### **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)** clean hands thoroughly more often than usual

**3)** ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach

**4)** introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

**5)** minimise contact between individuals and maintain social distancing wherever possible

**6)** where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

#### **Response to any infection:**

**7)** engage with the NHS Test and Trace process

**8)** manage confirmed cases of coronavirus (COVID-19) amongst the school community

**9)** contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.”

Numbers 7-9 above may require school to share pupil/parent contact information with public health officials. This sharing of information is permissible under current law and is in line with data protection guidance covering schools.

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

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| Systems of control | Action |
| ***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 | If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 7 days, **they are not to attend school**. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the autumn term.  If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.  If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned with Protect+ solution (or bleach) and the children/adults will wash their hands thoroughly for 20 seconds.  In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.  There will also be a designated toilet assigned to children who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.  The designated isolation spaces/toilets are as follows;   * Old DHT office, main corridor * Disabled toilets near Year 3/4 * Vorgon’s room, lower school * Staff toilet, lower school   The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.  Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.  **Cases of COVID-19 should be reported to the West Midlands West Health Protection Team in Public Health England using the online reporting system or by telephone to 0344 225 3560 (opt 0 opt 2) or for out of hours advice 01384 679 031.** |
| ***Prevention***   1. **Clean hands thoroughly more often than usual.** | Adults and children are to wash their hands on the following occasions:   * Entry to school * Before/after break times * Before lunch * When they change rooms * Anytime that they visit the toilet or cough/sneeze in to their hands.   Hand sanitisers have been purchased and are stationed at appropriate points in school i.e. the reception desk for visitors and staff upon arrival and the photocopying areas for increased hygiene as a ‘pinch point’ in the school.  Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands. Children may also use moisturiser supplied from home when required.  Hand hygiene protocols are to be re-visited at the start of the academic year when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations. |
| ***Prevention***   1. **Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.** | As children return to school full time they willl be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown into the lidded bins in each classroom and their hands must be cleaned afterwards.  Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This is not a reason to deny these pupils face-to-face education. |
| ***Prevention***   1. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach | At various intervals adults will disinfect and clean tables, door handles, taps, toilet flush and equipment. Each class will have their own allotted set of classroom cleaning equipment in a caddy. It will be stored appropriately within the classrooms.  Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.  If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.  **Cleaning intervals**  Taps, door flush handles to be sprayed after bubble visits – bubble staff  Tables to be sprayed before/after lunch – bubble staff and lunchtime staff  Main door to be propped open until most staff are in (8.30) to minimise contact with the door. Office to monitor this, spray and wipe down the handle and lock. – office staff |
| ***Prevention***   1. Minimise contact between individuals and maintain social distancing wherever possible. | The purpose of ‘bubbles’ is to minimise contacts and mixing between people, reducing the transmission of coronavirus. St Margaret’s Primary will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.  **Grouping the Children**  There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.  The DfE guidance reads as follows:  *“In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.”*  School will run phase bubbles. The reasons for this are as follows:   * All children will be able to be considered for catch-up interventions now that teaching support can work across phases. * Staggered entry/exit times and break/lunch times can be managed more effectively in phase bubbles rather than having individual start/finish times.   Within the government guidance, it recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.  All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum.  **Measures within the classroom**  Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another.  Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible.  Classrooms need to be adapted to support distancing where possible. If tables are used, they should face the front and children should sit side-by-side, not facing one another nor side on. Classrooms will be prepared as such ready for September.  **Measures elsewhere**  There will be no whole-school events where children and adults are required to congregate. Collective Worship will be delivered in phases and children will be required to distance during worship rather than lining in tight rows. Where possible, efforts will be made to have virtual assemblies through Teams (video conference software). Children are not to sing during assembly.  Use of the staff room should be minimal. The staff room will remain open to adults, however strict social distancing must be in place and where possible, it is advised that adults open the door and windows. It is important for your own wellbeing that you see colleagues and I encourage this, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms.  Prior to entering the staff room please wash your hands. Wipe down the surface you are using before and after use. When opening cupboards, drawers, the fridge, microwave etc please do so with a paper towel in your hand. All used surfaces must be wiped down after use and all plates and cutlery to be washed up and put away. Please do not load the dishwasher.  **Measures for arriving at and leaving school (inc break/lunch times)**  The start and end time of school will vary for each phase bubble:   |  |  |  | | --- | --- | --- | | Year group | Drop off | Pick up | | Nursery am | 8.45am gate next to the bungalow | 11:45am gate next to the bungalow | | Nursery pm | 12.30pm gate next to the bungalow | 3:30pm gate next to the bungalow | | Reception | 9:00am gate next to the bungalow | 3:00pm gate next to the bungalow | | Year 1 | 8:40 -8:50 KS 1 playground | 2:45pm – 2:55pm KS1 playground | | Year 2 | 8:40 -8:50 KS 1 playground | 2:45pm – 2:55pm KS1 playground | | Year 3 | 8:45 -8:50 double gates, end of School Lane | 2:45pm – 2:50pm double gates, end of School Lane | | Year 4 | 8:45 -8:50 gate on School Lane | 2:45pm – 2:50pm gate on School Lane | | Year 5 | 8:45 -8:50 fire exit off school carpark. Please note this is a one way system | 2:50pm – 2:55pm fire exit off school carpark. Please note this is a one way system | | Year 6 | 8:55 -9:00 gate near the barrier on School Lane | 2:55pm – 3:00pm gate near the barrier on School Lane | | Siblings Years 1-6 (not including Reception children.) | 8:55am – 9:00am  KS1 – playground gate  KS2 – Year 3&4 gate | 2:55pm -3.00pm  KS1 – playground gate  KS2 – Year 3&4 gate |   Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles. This will be difficult for some families of multiple children.  Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds.  Adults from the appropriate phase will at the designated gates to support children and adults as they arrive at school. This way we will continue to reduce footfall of adults on site. Parents mustn’t congregate at the ‘drop-off’ point, they must instead arrive on time and then depart.  Parents of Reception and Nursery children are to enter through the hall fire exit doors and parents won’t be permitted to enter the building. Parents must arrive on time for entry to school, they must not arrive early or late.  Parents must collect their children on time so that teachers can release children safely. The Keystage One playground will be open to parents to briefly wait in before their children are released to them. Whilst parents are waiting, social distancing must be adhered to.  Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers by phoning the office and asking for a convenient time.  The school office is not to be accessed by parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email. A member of the team will go to classrooms throughout the day to collect any items brought in to school (money etc) and mobile phones (Y6).  Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. Disposable face-coverings must be placed in a lidded bin. The wearer must then clean their hands.  **Other considerations**  Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. A pamphlet of these will be provided alongside the normal safeguarding procedures. The office will provide these to arranged visitors.  Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by school.  A record of all visitors must be kept to support NHS Test and Trace.  In terms or classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned following use.  Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe.  Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, each group will need to gather resources from their classrooms or the PE cupboard so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is gathered back in at the end of their break/ lunch time and cleaned.  Pupils should not bring anything additional from home. There can be no ‘show and tell’. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the library.  Teachers can now take books home (and return them freely) to assess or use to support planning etc. This is also true of library books. |
| ***Prevention***   1. Where necessary, wear appropriate personal protective equipment (PPE). | PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).  The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:   * Face masks * Aprons * Gloves of various sizes * Face shields (limited quantities)   Children need to know that some adults might be wearing PPE and that it is ‘ok’. |
| ***Response to any infection***   1. **Engage with NHS Test and Trace.** | Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.  They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the ‘stay at home’ regulations.  Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response.  Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.  If the test result is negative, the child can return to school assuming they would do so under normal circumstances.  If the test result is positive, the child and family need to follow the ‘stay at home’ guidelines. |
| ***Response to any infection***   1. **Manage confirmed cases of coronavirus (Covid-19) amongst the school community.** | School should contact the local health protection team: West Midlands West HPT Public Health England 2nd Floor, Kidderminster Library Market Street Kidderminster Worcestershire DY10 1AB  Telephone 0344 225 3560 (option 2)  Out of hours advice 01384 679 031  School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.  The admin team will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.  School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.  Those contacted or sent home must self-isolate for 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test. If the symptomatic child’s test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms.  St Margaret’s Primary will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation. |
| ***Response to any infection***   1. **Contain any outbreak by following local health protection team advice.** | Keep in contact with our health protection team.  If school has 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.  This could result in a phase bubble lockdown, a school closure or/and a mobile testing station being established in school.  Testing will focus on the affected classes, then their year groups and then the remainder of school if required. |

**Section 2: School operations**

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| Aspect of school | Action |
| ***Transport***  There is a distinction between dedicated school transport and wider public transport:   * by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only   by public transport services, we mean routes which are also used by the general public | ***Dedicated school transport***  Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible, will not apply from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.  If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.  School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.  ***Wider public transport***  Children should not attend trips or visits if they are required to use public transport to get there. |
| ***Attendance***  **Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children’s education, wellbeing and wider development.**  School attendance will therefore be mandatory again from the beginning of the autumn term. | ***Attendance expectations***  School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.  School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.  Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority’s code of conduct).  ***Pupils who are shielding or self-isolating***  If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. St Margarets Primary will support those parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.  Where children can’t attend school as parents are following clinical and/or public health advice, absence will not be penalised.  ***Pupils and families who are anxious about return to school***  If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via a Teams/Zoom meeting.  These pupils are to be identified by school. |
| ***School Workforce*** | ***Staff who are clinically vulnerable or extremely clinically vulnerable***  St Margaret’s Primary School has planned to follow the full measures within the guidance, therefore most staff will return to the workplace as normal.  Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1st August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.  People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.  ***Deploying support staff and accommodating visiting specialists***  As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.  ***Supply teachers and other temporary or peripatetic teachers***  Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.  Likewise, DPA tutors will be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week.  ***Staff taking leave***  The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.  Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave. |
| ***Safeguarding*** | All existing pre-covid safeguarding measures will return as normal, however Michelle, Louisa and I will need to consider additional time to ‘catch-up’ with those children requiring additional pastoral support as a result of prolonged absence from school. |
| ***Catering*** | The expectation is that the school kitchen will be fully open in Autumn term. Whilst policy and practices continue to embed, we will only serve grab bags as a school meal option for the first few weeks of term with a view to review this and extend to hot meals. School is negotiating what exactly can be offered.  Grab bags need to take in to account dietary requirements as the kitchen normally would. |
| ***Lunch and break times*** | Midday supervisors will continue to support the supervision of lunchtimes but they will be allocated to phase bubbles that cannot mix.  A rota will be drawn up to ensure that only members of staff within appropriate bubbles supervise their bubbles at break times.  Break times   * Key Stage 1: 10.30am – 10.45am – playground 1 * Lower Key Stage 2 (Y3/4): 10.45am – 11.00am – playground 2 * Upper Key Stage 2 (Y5/6): 10.45am – 11.00am -playground 3   Lunch times  All children will be eating in their classroom (outside, weather dependent). Class staff must clean the tables down before children eat at them and lunchtime staff to clean the tables down after the children have eaten.   * Early Years: 11.45 – 12.30pm * Key Stage 1: 12.00am – 12.45pm * Lower Key Stage 2 (Y3/4): 12.00pm – 12.45pm (12.10pm – 12.50pm?) * Upper Key Stage 2 (Y5/6): 12.15pm – 1.00pm   On some occasions, support staff will be required to help to supervise the children whilst they eat and then support in cleaning the room before children go out for their playtime.  Whilst children are outside, members of staff are to have their lunch. This can continue in to the afternoon lesson time to ensure all are well-rested i.e. the teacher will deliver the start of the afternoon without support staff (or the other way around) so that everyone can have sufficient time if there are not enough midday supervisors to support |
| ***Estates*** | Tony and Ken will conduct the normal pre-term building checks as per the existing schedule of work.  Teachers need to ensure that classrooms have good ventilation (open windows and doors). |
| ***Educational Visits*** | School trips are permitted to resume however school need to consider mixing with other schools attending the same venue. |

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

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| Aspect of school | Action |
| ***Curriculum expectations***  **The key principles that underpin government advice on curriculum planning are:**  **Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.**  **The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.**  **Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.** | St Margaret’s Primary School will not have a ‘recovery curriculum’. We will instead apply our curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time, with additional intervention for those year groups that have less time to ‘catch-up’. However, we will have a period of adjustment in September.  During this period, children will be reminded of all of their hard work during the previous year and we will ‘reset’ the expectations so that children know that we are expecting of them on their return to school i.e. great learning behaviours.  We will focus on the universal messages that we need to re-establish. All year groups will be completing work around the ‘Colour Monster’ and ‘After the Fall’. Both books address emotions and resilience. In addition to this, schools new writing approach and curriculum will be launched.  Our September 2020 curriculum will be as planned.  We will return to the normal teaching of all subjects in the autumn term  Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys.  Remote education will need to be kept on the back boiler should a local lockdown or a national lockdown be imposed.  The Relationship and Sex Education element of our new curriculum will be planned and consulted on with parents in the autumn term. There is now leeway to defer the implementation of that curriculum content until the summer term 2021. |
| ***Specific points for early years foundation stage (EYFS)*** | For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.  For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education. |
| ***Music*** | Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another. This has implications for our music curriculum and adjustments will need to be made. |
| ***Physical activity in schools*** | PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors.  The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.  Contact sports are to be avoided.  External coaches can still be used to deliver PE sessions as long as they also follow the protective measures. |
| ***Pastoral support*** | MS/LH will offer pastoral support to support children’s wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.  Where issues arise, SS is to be informed so that specific interventions can take place. |
| ***Behaviour expectations*** | Expectations of behaviour will be revisited and the school’s values of ‘will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another. |

**Section 4: Assessment and accountability**

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| Aspect of school | Action |
| ***Primary Assessment*** | All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:   * the phonics screening check * key stage 1 tests and teacher assessment * the year 4 multiplication tables check * key stage 2 tests and teacher assessment * statutory trialling   St Margaret’s Primary will prepare for these tests in the same manner as has been done in previous years. |

**Section 5: Contingency planning for outbreaks**

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| Aspect of school | Action |
| ***A local outbreak*** | If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe. |
| ***Remote education support*** | St Margaret’s Primary School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.  Our immediate response will be the following:   * Children are to take home an exercise book to respond to home learning * Adults will initially share Oak National Academy lessons that are tailored for every objective in the primary curriculum (EYFS coming soon). * Weekly work will be uploaded onto the Blog (school looking into Google Classrooms) * Children will be able to take photos of their learning and upload to the Class Dojo page so that teachers can monitor progress and offer supportive feedback if appropriate. * School will need to deliver some lessons via video   Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. More detail on Oak National Academy can be found here (<https://www.thenational.academy/information-for-teachers>).  Where children can’t access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household.  The principles for delivery will be as follows:   * Children will receive learning opportunities for a range of subjects each day * Learning will be sequenced as per our current curriculum model * High quality explanations will be made by the teacher using video links from school or through curriculum resources such as Oak National * Teachers will post answers at the end of the day * Lessons will be of the equivalent length of a normal school day. * Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the learning support team. |

Useful links:

* Safeguarding: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
* Remote learning: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
* Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
* Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
* Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
* Advice: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>
* Vulnerable: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>
* Extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
* SEND - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
* Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
* Remote support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
* Accountability measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>
* Pupils’ mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress>Parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
* Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
* Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>
* Financial support: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>
* Exceptional costs: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020>
* Reducing burdens: <https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings>
* Social distancing: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>
* PPE: <https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe>
* Public health England <https://www.gov.uk/government/organisations/public-health-england>
* NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
* Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
* DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
* A detailed checklist and key guidance for action for health and safety is available at: [www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak](http://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak)
* Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>