



Aspire, Believe, Succeed

7th September 2020
Reopening Handbook
Coronavirus (COVID-19)

Approved by Governing Board – Electronic	
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THE AIM OF THIS PLAN

On the 2nd July 2020, the Government outlined its ambition that all pupils would return to school from the beginning of September 2020. This document outlines how Featherstone Primary School will reopen to all pupils and the measures that will be put in place to ensure our school community is safe and that everyone is supported.

This plan will build upon the 15th June 2020 school re-opening plan.

This is a live document that will be reviewed by the Headteacher, Deputy Headteacher and Governors in conjunction with other key stakeholders as the situation develops.

RETURNING TO SCHOOL

Preparation for the wider reopening of the school will be undertaken by the Headteacher and other senior members of staff; however, the responsibility for key decisions and the school's plans will be shared with the Governing Board before more pupils and staff return.

The school will work closely with:

- All Stakeholders when agreeing the best approaches for the school's circumstances.
- The LA to determine which services are required and agree any specific arrangements during this period.

RISK ASSESSMENT

Since school re-opened to more pupils on June 8th, we have been constantly reviewing our risk assessment on a weekly basis. An updated risk assessment will be carried out before the school opens to all pupils, to ensure sensible measures are put in place to protect pupils and staff.

We will consult with staff as part of the assessment, to ensure everyone's needs are understood and accounted for.

This risk assessment will address the following areas of risk:

- Safety of the school premises
- Roles and responsibilities of staff
- The hazards, how people may be harmed and control measures
- Cleaning measures
- Infection control and the ability to implement protective measures
- Supporting staff and pupil wellbeing
- Supporting pupils' learning
- Safeguarding
- Communication of plans and procedures
- Monitoring and review of risk controls

The system of controls: protective measures

Having assessed all risks, we will work through systems of control, adopting measures in a way that addresses the risk identified. This will effectively reduce risks in school and create an inherently safer environment.

System of controls

The set of actions are grouped into 'prevention' and 'response to any infection.'

Prevention

Numbers 1 – 9 below outline preventative measures that we will be taking in school. Details regarding these measures follow.

- 1) Completely 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 all the time.

Number 5 must be properly considered 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.

Prevention – Details

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

Ensuring that pupils, staff and other adults do not come into the school if they have [coronavirus \(COVID-19\) symptoms](#), or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).

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 self-isolate 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 14 days from when the symptomatic person first had symptoms.

If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need 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 must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). 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.

As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.

Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#).

Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

2. Clean hands thoroughly more often than usual.

Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. School staff must remind and 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.

- the school has enough hand washing and hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly
- 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
- Staff will build these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them

3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.

The 'catch it, bin it, kill it' approach continues to be very important, staff must ensure that they have enough tissues and bins available to support pupils/staff to follow this routine. As with hand cleaning, staff 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.

Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also

be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.

4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.

The school has in place a cleaning schedule that ensures cleaning is generally enhanced and includes:

- more frequent cleaning of rooms / shared areas that are used by different groups
- frequently touched surfaces being cleaned more often than normal
- different groups don't need to be allocated their own toilet blocks, but toilets will be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet

5. Minimise contact between individuals and maintain social distancing wherever possible.

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and we aim to do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:

- children's ability to distance
- the lay out of the school
- the feasibility of keeping distinct groups separate while offering a broad curriculum

It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance.

CHILDREN RETURNING TO SCHOOL

Following relevant risk assessments and Staff INSET days to fully prepare, we will be welcoming back all pupils from **Monday 7th September 2020**. We are fully working in-line with *Guidance for full opening: Schools (2nd July 2020)* from Gov.uk

Attendance expectations

In March when the coronavirus (COVID-19) outbreak was increasing, the government made it clear no parent would be penalised or sanctioned for their child's non-attendance at school.

Now the circumstances have changed, 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.

Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve lower than their peers. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;

- schools' responsibilities to record attendance and follow up absence
- to issue sanctions, including fixed penalty notices in line with our Attendance Policy

Grouping Pupils (Bubbles)

In order to prepare for all pupils to return full time from the start of the Autumn term, whilst ensuring that we assess risks and put relevant control measures in place, we will be splitting the school into year group 'bubbles' (groups). Maintaining distinct 'bubbles' (groups) or 'bubbles' that do not mix makes it easier and quicker to identify staff and pupils who may need to self-isolate should Featherstone Primary have a positive case of COVID-19. Also, consistent bubbles are an important element of the re-opening plan because it means that children will be able to access their full entitlement of the National Curriculum. Our bubbles will arrive/leave school at the same time, have playtimes and lunchtimes together, and classes within the year group bubbles will learn together. The bubbles will not mix together other than in their own year groups.

Our bubbles will be Year Group Bubbles.

Bubble 1	EYFS
Bubble 2	Year 1
Bubble 3	Year 2
Bubble 4	Year 3
Bubble 5	Year 4
Bubble 6	Year 5
Bubble 7	Year 6

As part of our wider re-opening to welcome back all pupils, we will be staggering the start times, playtimes, lunchtimes and end times for all children within their bubbles. However, it is important to note that to allow the normal running of the school day and to ensure children receive their full educational allocation within the school day, certain year groups will have playtime and lunchtime at the same time but any possible contact between bubbles will be minimised at all times. Subsequently, these staggered timings will not detract from the amount of teaching time that children receive.

Measures within the classroom

Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.

Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow, that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.

For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This may not be possible for the youngest children and some children with complex needs and it is not feasible where space does not allow.

The School Day

To minimise the number of pupils and staff assembling for periods of time, we have made the following changes to the school day:

	Arrive	Session 1	Playtime	Session 2	Lunchtime	Session 3	Hometime
R, 1, 2	8.45 8.55	9.00 – 10.00	10.00 – 10.15 *Different areas of the playground	R: 10.15 – 11.15	R: 11.15 – 12.00	R: 12.00 – 3.10	3.25
				1 & 2: 10.15 – 11.45	1 & 2: 11.45 – 12.30	1 & 2: 12.30 – 3.10	
3	8.45- 8.55	9.00 – 10.30	10.30 – 10.45	10.45 – 12.15	12.30 – 1.15	1.15– 3.20	3.25
4	8.45- 8.55	9.00 – 10.30	10.30 – 10.45	10.45 – 12.15	12.30 – 1.15	1.15 – 3.20	3.30
5 & 6	8.45- 8.55	9.00 – 10.45	10.45 – 11.00	11.00 – 12.45	1.00 – 1.45	1.45 – 3.25	3.30

On a Friday, we will be closing the school at **1pm and not 2pm**. This is so that teachers will still receive their full PPA entitlement. Our Friday timetable will be:

	Arrive	Session 1	Playtime	Session 2	Lunchtime	Session 3	Hometime
R, 1, 2	8.45 8.55	9.00 – 10.00	10.00 – 10.15 *Different areas of the playground	R: 10.15 – 11.00	R: 11.00 – 11.30	R: 11.30 – 12.50	12.50
				1 & 2: 10.15 – 11.30	1 & 2: 11.30 – 12.00	1 & 2: 12.00 – 12.50	
3	8.45- 8.55	9.00 – 10.30	10.30 – 10.45	10.45 – 11.55	11.55 – 12.25	12.25 – 12.50	12.50
4	8.45- 8.55	9.00 – 10.30	10.30 – 10.45	10.45 – 11.55	11.55 – 12.25	12.25 – 12.55	12.55
5 & 6	8.45- 8.55	9.00 – 10.45	10.45 – 11.00	11.00 – 12.15	12.15 – 12.45	12.45 – 12.55	12.55

Entrance points: Children to come into school via the following entrances.

Reception	Reception Gate
Year 1	Back of school entrance
Year 2	Back of school entrance – into classrooms
Year 3 and 4	Back of school entrance
Year 5 and 6	Entrance by bicycle shed area

Exit points: Children to leave school via the following exit points.

Reception	Reception Gate
Year 1	Back of school – Y1 steps
Year 2	Back of school – Y2 classrooms
Year 3 and 4	Back of school entrance
Year 5	Back of school – hall
Year 6	Entrance by bicycle shed area

Pupils and families who are anxious about return to school

It is likely that some pupils will be anxious about returning to school, especially those pupils that have not been in education since 19th March 2020. Additionally, there may be some pupils who demonstrate more challenging behaviour than they previously have due to being away from education for so long and/or due to the effects of COVID-19 on their mental health and emotional wellbeing. Using Place2Be and our Healthy Mind, Health Body Curriculum, we will identify and put strategies in place to support these children.

Face Coverings for Pupils and Staff

Children and Staff who come into school with a face covering will be asked to remove these.

Pupils and Staff will be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival, dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on [safe working in education, childcare and children's social care](#) provides more advice.

Pupils who are shielding or self-isolating

The majority of pupils will be able to return to school. However:

- a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the [current advice on shielding](#)
- if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below)
- some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment)

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will offer them access to remote education. So that the pupil continues to make progress, we will monitor engagement with this activity.

Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.

SCHOOL ARRANGEMENTS

Before and after-school provision

Following the completion of risk assessments, and in-line with latest Government advice, we have determined that it is now safe to re-offer before and after school provision (wraparound). Featherstone's before and after school provision provider is 'High Achievers.'

We are working closely with High Achievers to ensure that, wherever this is possible, the children who attend the provision are consistent. Parents will be asked to re-register with High Achievers. This is so that High Achievers have an up-to-date registration of families as individual circumstances may have changed.

The government states that *Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their*

own protective measures, and only use those providers that can demonstrate this. We will signpost our parents to use High Achievers as they will be operating on school site and we are also aware of their measures.

Who will be teaching the children?

The children will be taught by their new teacher from September. As part of day-to-day operating on-site, it is safe for staff to teach in different classes, providing that staff thoroughly wash their hands before and after teaching in different classrooms (good hand hygiene is part of standard practice/risk assessments).

Logistics in school – Whole school:

- Assemblies: We will not be meeting in the hall for whole school assemblies or collective worship
- Class sizes: Thirty children will be in each class, as normal. These classes will not be mixing with other bubbles. For example, Year 2 classes (Bubble A) will not be mixing with Year 3 (Bubble B).
- P.E and Sport: Children will be allowed to do P.E. and Sport in their class groups to maintain their health. Each class will have their own sports box, with equipment in it for their class only. Sports equipment will be cleaned after each class' use.
- Swimming will be cancelled until further notice.
- After school clubs (eg multi-skills or football etc) will not be operating as children from different bubbles will be mixed if we did.
- Enrichment: Enrichment will not take place until further notice.
- Educational Visits: During the Autumn term, no educational visits will take place. Residential are not allowed to take place until further notice from the Government.

Arrangements for breaktimes and lunchtimes:

We recognise the importance for all pupils to have a break from learning and to enjoy time outside during the school day. Reconnecting with friends will be an important aspect of pupils settling back into school life, but we have made some adjustments to break and lunch times. Therefore, children will not be mixing with other bubbles. Although they will have playtime or lunchtime at the same time as another bubble the different bubbles will not mingle and will use separate areas in the hall or outdoor space so that the bubbles are not mixing with each other. This is in line with the government guidance.

Children in Key Stage 2 will have their packed lunch in their bubble classrooms.

Visitors to school

Supply teachers, peripatetic teachers and/or other temporary staff can move between class to class. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND we will continue to provide interventions as usual.

We will continue to manage all 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 will be kept of all visitors through the inventory signing in system.

PARENT EXPECTATIONS.

Pupil uniform

Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. Pupils should start to wear full school uniform from the autumn term.

Dropping off and collecting (Measures for arriving at and leaving school)

The beginning and end of the school day are the busiest times for children and adults congregating together in one place, and maintaining safe distances within normal arrangements can be a challenge. We have implemented the following measures for when pupils return to school:

Arrangements for the start and end of the school day. Information communicated with parents:

Arrival at school: For both collection and pick up, please arrive within the designated time slot, please do not come to school earlier than this as it will put undue pressure on the system.

Parking: Where possible, please walk or cycle to school. If you do need to drive, please continue to park as normal in-line with the restrictions on Glenville Drive.

Waiting at the gates: During this time, please kindly wait and maintain social distancing at the school gates and avoid standing in crowds.

Parents on school site: We will manage the number of parents on school site at any time.

This will mean that you may be asked to wait whilst other parents collect their children.

Office area: Only see the office staff if you really need to. Please phone/email wherever possible. We will only allow one person at a time in the office area.

Collecting your child: When collecting your children, please follow the route that has sign posts to the playground. All year groups have been allocated a specific point of entry and exit.

EYFS Parents: Please queue by the EYFS gate.

Year 1 parents: Please wait on the playground.

Year 2 parents: Please wait outside your class' doors.

Year 3 and 4 Parents: Please wait on the playground.

Year 5 and 6 parents: Please wait by the back of the school hall.

What if I want to speak to a member of staff/teacher: At this moment, we need to apply the social distancing rule. It may mean that some staff may wish to wear PPE during conversation. Ideally, all conversations will be conducted via telephone. Please send in any questions/queries using the enquiry email address (including your child's name and class) and your child's teacher or another member of staff will ring you. If you need to see a member of the management team then an appointment will need to be made.

TRANSPORT

Pupils and staff are encouraged to walk or cycle to school or be dropped off by a member of their household. Where this is not possible, and pupils and staff need to use public transport, they are required to follow guidelines on social distancing.

To minimise the number of pupils gathering outside the school gates, we are introducing staggered pick up and drop off times.

As a temporary measure, the school timetable has been amended in line with the staggered pick up and drop off times, to ensure pupils do not miss out on vital learning time.

Pupils and their families will be informed of the new arrangements prior to the school reopening.

FOOD PROVISION / CATERING

We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.

School kitchens can continue to operate, but must comply with the [guidance for food businesses on coronavirus \(COVID-19\)](#).

SAFEGUARDING

Ensuring safeguarding arrangements remain effective while the school transitions to opening more widely is a key priority.

Our Child Protection and Safeguarding Policy was updated during the partial closure to include provisions for keeping pupils safe – we will continue to follow these procedures for the few pupils who may remain at home (i.e. due to shielding/self-isolation), where appropriate, until all pupils return to school. As we begin to reopen fully, our policy will be reviewed to determine whether it reflects the current ways of working.

We will continue to ensure that:

- The best interests of pupils always come first.
- If anyone in the school has a safeguarding concern about a pupil, they act immediately.
- A DSL or deputy DSL is always available.
- Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site.
- Pupils who remain at home are protected when they are online.

Leaders will consider revising the child protection policy (led by our Designated Safeguarding Lead) to reflect the return of more pupils in line with the statutory safeguarding guidance, [keeping children safe in education](#) and should refer to the [coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers guidance](#).

Designated safeguarding leads (and deputies) will be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies.

Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.

Identifying and supporting newly vulnerable pupils

We are aware that some pupils may have been at an increased risk of experiencing harm during the lockdown period, particularly as they were not seen by staff at the school or other agencies. Others may not have provided cause for concern before the lockdown period but have since experienced significant harm during their time at home – these pupils will form part of a newly vulnerable group.

We will take steps to identify and support these pupils as they return to school, accounting for the fact that these pupils may not be those that would usually be considered ‘at risk.’ The DSL and their team will be given time and support to enable them to organise and manage their workload effectively. This will include re-engaging with external agencies and ensuring staff, pupils and pupils’ families are informed of any services whose work practices may have changed due to the lockdown period.

Safeguarding training will be refreshed for all staff before the school reopens fully to ensure everyone is able to respond appropriately to disclosures from pupils and identify signs that could indicate a pupil has experienced significant harm, e.g. changes in behaviour. A safe place will be provided for pupils to discuss concerns about their experiences of lockdown and make disclosures where necessary.

CURRICULUM

We are very excited to return to our full, broad and balanced curriculum. When we re-open the school to all pupils from September 2020, our high standards and ambition for all children to achieve to their full potential will be at the core of our teaching, as always. This section of the re-opening plan will list and explain the ways in which will we organise our curriculum from September.

The key principles on curriculum planning are:

- education is not optional: all pupils continue to 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 including Relationship, Health and Sex Education (RHSE).
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision.

Ambitious and broad curriculum

In school, we have set out clear and robust curriculum expectations for each and every subject. These expectations are based on children making maximum progression within and across lessons, sequencing so that children know more, can do more and remember more, and clear end points that children build towards. Each subject is pre-planned out so that coverage is good and no subject gets missed out.

Curriculum normality

We want to offer our full curriculum as soon as possible. Because we set out clear and robust curriculum expectations for each and every subject, we intend to plan, teach and assess our 'normal' or 'usual' curriculum from September onwards. Our curriculum is built on what children have previously covered. Staff will be able to use the progression and sequencing (long-term) planning documents to pitch their lessons, with the recognition that some lessons/units/subjects may, to begin with, be pitched at the year group before in order to close gaps. This will not detract from the quality of teaching but we recognise that some children will have fallen behind during the COVID-19 school closure. We will do everything we can, including spending the Government's 'catch up' funding to ensure that children who have fallen behind catch up rapidly and gaps close.

Plan with the needs of the children in mind

It is likely that a lot of what was taught to pupils during the period of the academic year prior to partial closure may have not been retained by pupils. We are also aware that it will be challenging to accurately gauge what pupils have learnt during the partial closure. Linking with our ambition to return to curriculum normality, we will, as always, plan with the needs of our pupils in mind. Good assessment for learning (AfL) will elicit the children's starting points and prior knowledge as well as finding out where the gaps in learning lie. Our skilled teachers will then teach to fill those gaps. This is good teaching practice and nothing new to our staff.

Suspension of subjects

The DfE have said that schools may consider suspending some subjects in exceptional circumstances so that children can catch up with subjects that they are more behind in. As a school, we have deemed this inappropriate and we will *not* be suspending any of our subjects. This is so children gain their usual curriculum entitlement.

Relationships, Health and Sex Education (RHSE)

In line with Government expectations, we are in a position to begin the teaching of RHSE from September 2020. This follows from a consultation with parents this academic year as well as staff training. The DfE have given schools a buffer period of up to Summer 2021 to 'delay' this teaching; however, we will not delay due to RHSE having a large focus on wellbeing, which is necessary post-COVID school closure.

Focusing on wellbeing

We understand that the period of partial closure may not have been a positive experience for many pupils. When pupils return, we will have a large focus on wellbeing and allow pupils to reconnect with peers, the learning environment and curriculum content. Teachers will plan team building activities and focus on Healthy Mind, Healthy Body to help pupils re-engage with school routines.

Remote learning

When the school first went into a lockdown in March 2020, school had to act fast to ensure that pupils had home learning materials to continue their education at home. For the first three weeks, this was done with workbooks and packs and after that, everything went online with weekly home learning (consisting of 4x English lessons, 4x Maths lessons and 4x non-core/topic lessons). The latest Government guidance states that all schools are expected to plan to ensure that pupils educated at home due to self-isolation or a local lockdown are given the support they need to master the curriculum and make good progress.

The remote learning plan must be in place by the end of September 2020 and must be able to offer children immediate support in the event of it being needed. The remote learning must have/include:

- Curriculum sequencing.
- Knowledge and skills sequentially built up.
- Ambitious learning.
- Questioning of the children's thinking.
- A good pace.
- Clear explanations of content.
- High quality resources and maybe videos.
- Opportunities for teachers to assess and give feedback.
- Printed alternatives to those families who do not have access to online materials.
- Work with families especially for those children with SEND.
- A programme of equivalent length to in-school learning.
- Daily contact with teachers where possible.

Featherstone will be working towards the deadline to have this remote learning plan in place by the end of September 2020.

Equipment and Resources

Equipment and resources are integral to education in school. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, children will be given their own pencil cases in school and these will be kept in school. It is recommended that staff and pupils have their own items that are not shared.

Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. 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.

Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by High Achievers.

It is still recommended that 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. 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.

Music

School note that there may be an additional risk of infection in the environment where there are lessons which involve singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. We will work with Birmingham Music Services, who provide some of our music lessons, on this matter to ensure that children and staff are kept safe.

We will consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs or school assemblies.

Physical activity in schools

School will have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.

Outdoor sports will 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 games because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

Where we are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities when it is safe to do so, we will consider carefully how such arrangements can operate within their wider protective measures. Activities such as daily miles, after school clubs, etc., will be on hold temporarily until it is safe to start.

Primary Assessment

The pupils have missed a critical period of their education due to lockdown. In line with government advice, the plans are that the basis of the statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:

- 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

The statutory rollout of the reception baseline assessment has been postponed until September 2021, giving schools flexibility to sign up to the early adopter year in 2020 to 2021.

The Standards and Testing Agency (STA) are reviewing requirements for the phonics screening check in year 2 (following the cancellation of the 2020 assessment) and also arrangements for implementation of the engagement model (for the assessment of pupils working below the national curriculum and not engaged in subject specific study). The DFE will provide an update to schools before the end of the summer term.

PUPIL WELLBRING AND PASTORAL 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. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

Support will be offered through:

Place2Be support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues.

Educational Psychology Service – Critical Support Educational Psychologist.

School Nurses to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.

Taking time to reconnect

We understand that both pupils and staff will need to reconnect and reintegrate back into school; therefore, formal learning will not be restarted immediately. Some pupils will not have had face-to-face interaction with their peers for a long time and many pupils will have experienced anxieties. We will, therefore, prioritise pupils' emotional and social needs as we begin to reopen.

Embedding wellbeing

Pupils will be given regular opportunities to discuss how they are feeling, and class teachers will deliver activities that help to build pupils' resilience and offer strategies to use during difficult moments.

Regular resets will be built into the daily routines, where pupils can proactively calm themselves. Class teachers will incorporate activities such as mindfulness breathing and listening to music into their lesson plans. The class teacher will tell pupils how these activities will help and follow up with the pupils about what works for them and adapt activities as appropriate.

Learning

For pupils that are returning to school from being at home since March, they will need time to adjust to learning in a school environment. From a wellbeing perspective, we will focus on the enjoyment of being together – and working together under the 'new norm.'

We understand that pupils will have had different experiences of home learning. Pupils will be reassured that there will be plenty of time to catch up with learning and where needed support will be put in place.

Bereavement

Our school understands that some members of our community may have experienced loss due to coronavirus. We must ensure we have provisions in place to support these members of our school community.

As the school begins to reopen to more staff and pupils, we may need to deliver bereavement support on a more face-to-face basis.

The Headteacher is responsible for coordinating the school's bereavement support approach. They will meet to discuss how best to support pupils and staff that have been affected as and when they return to school. Before returning to school, the Headteacher will talk to the pupil or staff member to speak to them about the following:

- Who within the school community has been informed about the death
- Who they can go to for support within the school and externally
- Whether they would like a memorial to be set up within the school

Contact will be maintained with the affected families at all times to ensure they are receiving the support they need.

External support

The following list of external agencies has been put together that can provide extra support if required:

- Place2Be
- Educational Psychologist Critical Support
- CAMHS
- GPs
- Early help referral teams

BEHAVIOUR EXPECTATIONS

Pupil behaviour

The **Behaviour Policy** and its addendum will be managed to account for the social distancing rules and other expectations of pupils. School expectations in the form of visible posters and verbal reminders will prompt children how these rules and expectations will be expected and enforced, bearing in mind that some pupils will not understand the need for social distancing and may find the rules difficult to adhere to.

The changes to the Behaviour Policy will set out the consequences for poor behaviour and deliberately breaking the rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules.

Leaders will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into the rewards system.

It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement upon return to school, resulting in increased incidence of poor behaviour. Teachers will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors through Place2be.

Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Our SENDCo will need to work with local services (such as SENAR, Communication and Autism Team, School Nurse, Pupil and School Support, SENDIASS and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

Exclusions

The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion will only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations.

TRANSITIONS

The school opening more widely will be a transition for all members of the school community, impacting both those who have continued to attend school and those who remained at home. We recognise that this is a period of high anxiety and that we must take time to rebuild relationships and allow people to readjust to new routines.

TRANSITIONS: INFORMATION SHARING WITH OTHER SCHOOLS

The process for sharing information, both between members of staff and different settings, will involve class teachers, heads of years of secondary schools, SENDCOs, DSLs and pastoral staff (Place2Be).

Featherstone Primary School will contact pupils' receiving schools as soon as possible to ensure arrangements are in place to support transitions. To establish an effective process of exchanging information, we will:

- Appoint a member of staff to coordinate all transition activity.
- Set up clear communications between staff in our school and, if applicable, staff in receiving schools.
- Allow more time for the process to take place, to account for members of staff who are not back in school yet.
- Ensure the relevant staff have access to all the information they need.
- Encourage staff to make notes for transition as early as possible, whilst they are still familiar with the pupils in their classes.
- Plan for the transfer of paper records in the new academic year.
- Ensure that key safeguarding information is shared.

Reception or Year 1

To support children who will be new to the setting, we will contact the child's previous provision to gather relevant information ahead of their transition. Due to the closure of many settings, we understand that there may be less information available about the child and their developmental stages before they attend our school; therefore, we will adapt our practices accordingly.

It has not been possible for our school to effectively build relationships with families and pupils, so pupils will be entering a new and unfamiliar setting with less preparation than usual. We will consider how to build these relationships prior to pupils starting, e.g. through virtual meetings with Parents/Carers.

The following actions will also be undertaken to support pupils as they start school:

- Information sharing with nurseries will be facilitated, even if this is during the Autumn term
- Families will be offered opportunities to get to know the school prior to the pupil starting – this will only be done in person if it is safe to do so and virtual tours will be made available to families. Information will be sent to new families who are join in Sept 2020.
- The information we share with Parents/Carers will be accessible to all – we will develop written communications and conduct online meetings and phone calls.

Transition between classes

It is the case that some pupils will not return to the school before the start of the 2020/2021 academic year. Where this is the case, the school will consider, on a case-by-case basis, whether pupils should spend some

time with their previous teacher or in their previous classroom, prior to moving to their new class. These details will be confirmed with Parents/Carers.

Where this is not deemed necessary or possible, we will communicate with pupils and their Parents/Carers clearly about who their new class teacher will be. Home learning in the last week of term will facilitate transition thinking.

Transition from Year 6 to 7

Class teachers will plan activities to ensure pupils are ready for the expectations of secondary school. These activities include the following:

- Starting different bridging units to prepare for secondary school including consolidating maths/English skills.
- Seeking to emotionally support children for the transition to secondary school.
- Arranging for pupils to meet some of their Year 7 teachers virtually, where possible.
- Supporting receiving extra information and answering questions relating to how their secondary school is run, the layout, homework etc.

We will work with the receiving school to ensure pupils receive a joined-up approach to their transition when they move into Year 7.

All planned transition activities will be clearly communicated with pupils and their Parents/Carers.

STAFFING ARRANGEMENTS

The Government have deemed it safe for staff, including those who are shielding, to return to work in the Autumn term. We will be putting measures into place to mitigate all identified risks to staff health. This will mean that risks are significantly decreased and all staff will be able to return to school.

As part of our ongoing review, if we deem it too great a risk for an extremely vulnerable or clinically extremely vulnerable member of staff to be on-site, even with our risks assessed, then the identified member(s) of staff will be able to work from home.

All staff, as part of their return back to work, will be timetabled to meet with Place2Think. This process is to support staff's well-being and mental health and have the opportunity to discuss any concerns or worries they have.

Staff who are clinically vulnerable or extremely clinically vulnerable

We will apply the full measures in this guidance so that the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace.

Advice for those who are [clinically-vulnerable, including pregnant women](#), is available.

Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the [guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19](#).

School leaders will be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

Staff who are pregnant

As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for [clinically-vulnerable people](#).

Staff who may otherwise be at increased risk from coronavirus (COVID-19)

Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the [COVID-19: review of disparities in risks and outcomes report](#). The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, School leaders we will discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders will try as far as practically possible to accommodate additional measures where appropriate. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

Supporting staff

The Governing Board and School Leaders will have regard to staff (including the Headteacher) work-life balance and wellbeing. Leaders will ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.

All employers have a duty of care to their employees, and this extends to their mental health. Leaders already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. All staff have the support and use of Place2be to support their mental health and well-being at school.

The [Education Support Partnership](#) provides a free helpline for school staff and targeted support for mental health and wellbeing.

Staff workload and wellbeing

Leaders are aware that staff wellbeing is of the utmost importance. To support staff as they settle into a new working routine, flexible working practices will be implemented, and a good work-life balance promoted.

We will promote a culture of communication and openness with all staff. Support systems will be made clear to all staff to ensure they understand where they can go to if they require additional support.

Leaders will consider arranging for staff wellbeing sessions to take place to give staff strategies to deal with issues that may be affecting them. External support could be considered to facilitate these sessions and they will be made available online to ensure all members of staff can access them.

Staff briefings and training sessions will be held in small groups, where possible, while adhering to social distancing measures. These briefings will be used to check in with each other, build the capacity of the team, share what is working, and discuss what practices may need adapting.

Staff taking leave (holiday abroad)

Leaders recognise that all school staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all pupils to return from the start of the autumn term. Some staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days

on their return. The latest guidance on quarantine can be accessed at [coronavirus \(COVID-19\): how to self-isolate when you travel to the UK](#).

As would usually be the case, staff will need to be available to work in school from the start of the autumn term. School leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term.

There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.

PREMISES

Reactivating the premises

During the partial closure of the school, some areas of the school were closed or put on reduced occupancy. All critical services (e.g. the alarm system) were maintained in line with their planned preventative maintenance schedule. Some routine maintenance work and inspections could not take place. As a result, the Premises Manager will arrange for any necessary inspections, maintenance work and certification to take place prior to the school reopening more widely.

Prior to resuming normal operation of the premises, the premises manager will arrange for the following to take place:

- Commission a water treatment specialist to chlorinate and flush the complete system for all hot and cold-water systems (including drinking water) and certify the water system is safe before the buildings are reoccupied – this will be done approximately one week before the school reopens.
- Recommission all systems before the school reopens, as would normally be done after a long holiday period – this includes gas, heating, water supply, access control and intruder alarm systems, ventilation, mechanical and electrical systems, and catering equipment.
- Check the fire safety systems, including making sure that all fire doors are operational, and the fire alarm system and emergency lights are operational.
- Clean and disinfect all areas and surfaces.
- Organise pest control for insect infestation, where appropriate, particularly in food preparation areas.
- Deep clean the kitchen before food preparation resumes.

INFECTION CONTROL

The school's **Infection Control Policy** will continue to be implemented as appropriate.

To ensure the risk of transmission of infection is substantially reduced when the school reopens, we will implement the following controls:

- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who live with someone who does, do not attend school.
- Cleaning hands more often than usual, ensuring everyone washes their hands thoroughly for 20 seconds using soap or an alcohol-based sanitiser.
- Ensuring good respiratory hygiene and displaying posters to promote the steps that should be taken.
- Cleaning frequently touched surfaces and equipment often using standard cleaning products.
- Minimising contact and mixing by altering the school environment, including classroom layouts, limiting the number of pupils who use toilet facilities at any time, staggering timetables and altering the way pupils move around school.
- Ensuring Parents/Carers do not enter the school or gather at the school gates.

We have developed an enhanced cleaning schedule that will be implemented as the school reopens to more pupils and staff.

THE USE OF PPE

Reference to PPE in this section means:

- Fluid-resistant surgical face masks.
- Disposable gloves.
- Disposable plastic aprons.
- Eye protection, e.g. face visor

The government has said that the majority of school staff will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE will be provided where staff are caring for pupils whose intimate care needs already require the use of PPE or in certain cases where a pupil becomes unwell with coronavirus symptoms.

If a pupil becomes unwell with symptoms of coronavirus whilst at school and needs direct personal care until they can go home, a face mask will be worn by the supervising staff member if a 2-metre distance cannot be maintained. If contact with the pupil is necessary, gloves, an apron and face mask will be worn. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting or vomiting, eye protection will also be worn.

When using face masks, staff will adhere to the following rules – face masks must:

- Cover both the nose and mouth.
- Not be allowed to dangle around the neck.
- Not be touched once put on, except when carefully removed before disposal.
- Be changed when they become moist or damaged.
- Be worn once and then discarded – hands must be cleaned after disposal.

When using PPE, staff members will follow [PHE's guidelines](#) on putting on and taking off equipment. PHE's infographics will be displayed in areas of the school where PPE is likely to be used.

The safety of our staff is paramount, so additional risk assessments will be conducted to determine whether PPE is required for other tasks and activities, and we will do our utmost to ensure staff are provided with the PPE they need.

We will use our local supply chains to obtain the relevant PPE. Where this is not possible, and there is an unmet urgent need for PPE in order to operate safely, we will approach our nearest local resilience forum.

Disposing of PPE

Where the wearer of PPE does not have coronavirus symptoms, the equipment will be placed in a refuse bag and be disposed of as normal domestic waste (orange bin).

PPE that has been worn by, or near, someone with coronavirus symptoms will be disposed of by:

- Putting it in a plastic rubbish bag and tying it when full.
- Placing the rubbish bag in a second rubbish bag and tying it.
- Putting it in a suitable container and secure place marked for storage for 72 hours.

Waste will be stored safely and securely kept away from pupils. Waste will not be put in communal waste areas until it has been stored for at least 72 hours. This waste does not require a dedicated clinical waste collection.

In line with government guidance, pupils and staff will be asked to remove homemade non-disposable face coverings when they arrive at school. The wearer will be asked to bring a plastic bag to school to put the face covering into in order to take it home – the wearer must clean their hands once they have removed the face covering. If a staff member or pupil (or their parent) does not want to remove their face covering while at school, they should speak to the most senior member of staff on site.

Response to any infection

Engage with the NHS Test and Trace process

School will ensure they understand the NHS Test and Trace process and how to contact their local [Public Health England health protection team](#). School will ensure that staff members and parents/carers understand that they will need to be ready and willing to:

- [book a test](#) if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and will be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- [self-isolate](#) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](#), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient.

By the Autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.

School will ask parents and staff to inform them immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

Manage confirmed cases of coronavirus (COVID-19) amongst the school community

School will take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). School will contact the local health protection team. This team will also contact school directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with school in this situation to guide us through the actions they need to take. Based on the advice from the health protection team, school will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious.

Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we will keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups (see section on grouping pupils).

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#). They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#)

School will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

Further guidance is available on [testing and tracing for coronavirus \(COVID-19\)](#).

Contain any outbreak by following local health protection team advice

If school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and we will continue to work with the local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If school is implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and will not be considered except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

COMMUNICATION

We understand that knowing procedures and practices are securely in place will alleviate anxiety and build a sense of safety and control; therefore, at each stage of the wider autumn reopening, we will clearly communicate the plan to all stakeholders.

Parents/Carers will be sent an information pack prior to their child returning to school that will contain clear guidelines about how the school will operate and expectations. Parents/Carers will be asked to share these guidelines with their child so they know what they will be expected to do once they return, which will also give them a sense of safety and control.

Pastoral staff have kept in touch with Parents/Carers during the partial closure and will make sure they speak to Parents/Carers prior to their child returning to school to ensure we know about any other relevant information, e.g. bereavements, illnesses and family challenges. Appropriate support will be put in place to support pupils based on this information.

THE ENVIRONMENT

Staff will work together to decide how to create a warm and welcoming environment which fosters a sense of belonging despite the necessity of social distancing measures. Safe areas will be created where pupils can spend time if they are feeling overwhelmed.

We understand that staff, pupils and families will have experienced many overwhelming emotions during the coronavirus pandemic, and some may have faced loss and trauma. We will ensure that an emotionally safe environment is fostered that nurtures and supports pupils and also focusses on rebuilding and reconnecting.

Health and Safety Risk Assessment

School leaders therefore will ensure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school as much as practically possible COVID-secure.

The risk assessment is about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help leaders to decide whether they have done everything they need to.

Roles and responsibilities

All employers are required by law to protect their employees, and others, from harm. Under the Management of Health and Safety at Work Regulations 1999, the minimum employers must do is:

- identify what could cause injury or illness in the organisation (hazards)
- decide how likely it is that someone could be harmed and how seriously (the risk)
- take action to eliminate the hazard, or if this isn't possible, control the risk

Given the employer landscape in schools is varied, we have set out here what the existing DfE [Health and safety: responsibilities and duties for schools](#) guidance states about the roles and responsibilities for health and safety in schools: the employer is accountable for the health and safety of school staff and pupils. The day-to-day running of the school is usually delegated to the Headteacher and the school management team.

MONITORING AND REVIEW

Leaders will review all solutions used during the partial school closure and how they might be part of sustainable future operation.

This plan will be reviewed continually in line with guidance from the government and PHE.

Updated: 11.09.20 (Lunchtime arrangement and school time).