

Plan to mitigate the spread of Coronavirus (COVID-19) at Barns Green Primary School

This plan was updated on 13th November 2020.

Updates

Face Coverings

From 16th November Parents will be required to wear a face covering when dropping off and collecting their children.

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Ventilation

Upper classroom windows to be opened by HT/SBM when building is opened.

Teachers to use windows as well as external door to provide ventilation (mitigating against possibility of door being closed and classroom left without ventilation).

**

School is restarting assemblies for 2 groups at a time. Dormouse, Hedgehog and Squirrel class will meet for 1 assembly, Otter & Fox for a 2nd. These groupings match those used to organise sittings at lunchtime.

**

Introduced 'Essential visitors protocol' as the number of planned visitors is increasing.

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Changes to staggered starts – to reduce amount of time parents are waiting, from 5th October school is reverting to its standard operating times.

Gates will open at 8:45 for an 8:55 start and school will end at 3:20 for all pupils.

The impact of this will be monitored and further changes made when necessary.

**

Clarification of "Where possible doors should be propped open to allow ventilation and reduce contact on door handles." It is legitimate to close external doors if the classroom becomes too cold.

**

'Break out' areas should be wiped down by the members of staff who have used them. Cleaning equipment should be used from the classroom (i.e. there will not be a separate 'sanitation station' for each area.

**

This plan has been drawn up based on the Department for Education (DfE) Guidance for full opening schools (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>)

It will be shared with all staff, governors and parents. The plan will be discussed at an age-appropriate level with all pupils at the start of term and be referred to frequently during the week. Each half-term it will be revisited with pupils. It is possible that we may learn from pupils additional measures that we could take or adaptations that are required.

Monitoring Plan

The Governing Body has delegated responsibility for monitoring this plan to the Headteacher. The Headteacher will report to the Governing Body on the effectiveness of this plan at least once a term.

Risk Assessment Process

1 – Identification of Hazard

2 – How People Might Be Harmed By This

3 – What Barns Green Primary School has in place to Control Risk.

The hazard is the transmission of Coronavirus (COVID-19).

The Harm is that children and adults may become seriously ill and spread this illness onto others.

The rest of the document identifies the ways in which we will control the risk.

System of Controls

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 has been properly considered and this document lists the measures that suits Barns Green Primary School. Page | 3

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

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

Pupils, staff and other adults must not come into the school if they have [coronavirus \(COVID-19\) symptoms](#), or have tested positive in the last 7 days. Anyone developing those symptoms during the school day **will be sent home**. All schools must follow this process and ensure all staff are aware of it.

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 will 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 7 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 will be moved to the interview room where they can be isolated behind a closed door, with appropriate adult supervision if required. The 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 the bathroom by the music room. **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. Hand cleaning

Children should wash their hands thoroughly when they:

- Arrive at school
- Return from break
- Before and After eating (including snacks)

They do not need to wash their hands before going out to break or before going home.

The majority of handwashing will be through the use of hand sanitizer. The school will provide adequate sanitizer, soap, paper towels and lidded bins. Staff will need to supervise younger pupils to ensure hand-washing is thorough. It is acceptable for some children to wash their hands in the bathroom sinks and some in the classroom sinks.

Hand sanitizer is covered by the Control of Substances Hazardous to Health (COSHH) law and should be kept in a locked cupboard when not in use. Children should not bring their own sanitizer into school without prior agreement.

3. Catch it, bin it, kill it

Teachers will display this message prominently in the classrooms. Adequate amounts of tissues will be brought in and stock levels will be monitored by the office. Extra lidded bins will be provided for classrooms to minimise pupil movement with soiled tissues.

Face coverings are not necessary for day to day teaching with in a group (see 5. Below), but may be necessary for meetings with Parents).

4. Cleaning Schedule

Frequently touched surfaces will be cleaned more often than normal. We will use updated checklists based on those created during the summer term 2020. Classrooms will not need to be cleaned at lunchtimes as they are being used by a single group.

Teachers are responsible for minimising the number of surfaces needed to be cleaned.

5. Minimising Contact

There will be 4 groups within the school.

Group 1 – Dormouse & Hedgehog Class

Group 2 – Squirrel Class

Group 3 – Otter Class

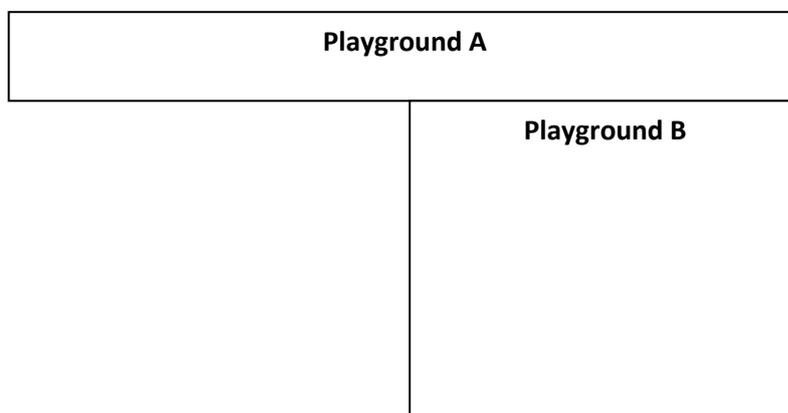
Group 4 – Fox Class

This reduces the number of people who could be asked to isolate should someone in the group become ill with coronavirus (COVID-19).

Mixing between groups will be allowed for before and after school clubs.

Siblings may be in different groups.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.



Two groups will be able to have break at the same time.

Measures in the Classroom

Adults should ideally maintain 2m distance from each other and children when circumstances allow.

Adults must avoid face to face contacts and minimise the time spent within 1m of anyone.

Children who are old enough should be supported to maintain distance and not touch staff.

Children who are old enough should be seated side by side and facing the front of the class. Where possible they should have regular places and a plan shared with the office. This will aid with contact tracing. Class teachers will take age-appropriate actions in the classrooms to mitigate against the spread of disease. This may include (but is not restricted to) the use of stickers on tables to indicate where a child can sit, Velcro dots on the floor, etc.) If a child puts a piece of equipment in their mouth they will be asked to place it ready to be washed in Milton.

Unnecessary furniture can be moved into the corridor to make more space. Teachers must consider ease of cleaning when deciding which furniture will be in their classroom.

Assemblies/collective worship will be led in the classroom. We will explore the use of technology to achieve whole school sessions.

Pupils may only bring in:

- Lunch boxes and a healthy snack
- Water bottle
- Hats
- Coats
- Books
- PE kit

in the smallest bag possible.

The school will provide writing equipment and **there will be no sharing of such equipment between pupils**. In younger year groups, where this is not possible, children will be allowed to share equipment and staff will ensure this is regularly cleaned.

Break timetable

Group 1 & 2	Morning break – 10:25 – 10:40	Assembly – 10:40 – 10:55
Group 3 & 4	Assembly 10:30-10:45	Morning break 10:45 – 10:55

Staff Room

Use of this should be kept to a minimum. This will be reflected in the seating arrangement. Additional seating should not be brought in. *Consideration made of using the Hub as a second staff room.*

Drop Off/Pick Up

See separate document–We **will** be staggering the start and end of the day.

NOTE – FROM 5TH OCTOBER 2020 WE WILL BE REVERTING TO OUR STANDARD DROP-OFF AND PICK-UP TIMES.

Parents should not enter school premises without an appointment.

Parents should not gather at the front gates.

If a Parent forgets a lunch box, the child will be given a school meal.

If a child needs to wear a face mask on their journey to school (for example, if they use public transport), they must either

- throw the mask away when they enter the classroom into the lidded bin,
- if it is a reusable mask they must place it in a secure plastic bag

Supply and peripatetic teachers can move between schools. They should ensure they maintain a minimum distance of 2m from other staff.

Contractors and other visitors should happen outside school hours where possible.

A new key locker will be placed by the sign in book for kitchen staff to reduce the need for them to enter the office.

A record will be kept of all visitors.

PPE must be clearly stored in the office and replacements made available. The assumption must be that there could be several cases of symptoms developing in a day.

Response to any infection

7. Engage with the NHS Test and Trace process

Schools must ensure they understand the NHS Test and Trace process and how to contact their local [Public Health England health protection team](#).

Surrey and Sussex HPT (South East)

Public Health England
County Hall North
Chart Way
Horsham
West Sussex
RH12 1XA

Email PHE.sshpu@nhs.net

Telephone 0344 225 3861 (option 1 to 4 depending on area)

Out of hours' advice 0844 967 0069

Staff members and parents/carers should 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 must 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. Barns Green Primary has 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.

Schools should 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 7 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 7-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.

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

When we become aware that someone who has attended Barns Green Primary School has tested positive for coronavirus (COVID-19), the office will contact the local health protection team. This team will also contact schools 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 Barns Green Primary in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we must 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 places between children and staff in different groups. This should be a proportionate recording process. We will not ask staff to keep definitive records in a way that is overly burdensome.

A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

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 7 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’](#)

We 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 \(COVID-19\)](#).

9. Contain any outbreak by following local health protection team advice

If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their 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 schools are

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 should 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.

School Operations

Transport

The school will ask Parents to confirm who uses school transport and/or public transport. This information will be kept to ensure that the school is aware of which children will be using face masks on their journey (i.e. those using public transport). It is the responsibility of parents/carers to ensure their child has the appropriate face mask and knows how to fit it.

Attendance

Attendance expectations

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 less well in both primary and secondary school. School attendance is 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
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct. Barns Green Primary will apply these sanctions in line with the local authorities' code of conduct.

Pupils who are shielding or self-isolating

We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:

- a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return

to school, as can those who have family members who are shielding. Read the [current advice on shielding](#)

- if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).
- some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at [COVID-19 - 'shielding' guidance for children and young people](#).

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will immediately offer them access to remote education using the Purple Mash system. We will monitor engagement with this activity. In the autumn term we will carry out a survey to identify which families find engaging with the Purple Mash system difficult and identify solutions.

Where children are not able to 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

All other pupils must attend school. We will bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.

If parents of pupils with significant risk factors are concerned, we ask that parents discuss their concerns. We will provide reassurance of the measures they are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc.).

School workforce

Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.

It remains the case that wider government policy advises those who can work from home to do so. This will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, the Headteacher should consider what is feasible and appropriate.

Staff who are clinically vulnerable or extremely clinically vulnerable

As we are applying the full measures in the DfE guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. This

will allow most staff to return to the workplace. Those in the most at risk categories should take particular care while community transmission rates continue to fall.

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](#).

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, we will discuss their concerns and explain the measures the school is putting in place to reduce risks. The Headteacher 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.

Employer health and safety and equalities duties

Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.

Supporting staff

Governing boards and school leaders should have regard to staff (including the Headteacher) work-life balance and wellbeing. The school should ensure they have explained to all staff the measures they are proposing putting in place and involved all staff in that process.

All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the [extra mental health support for pupils and teachers](#) is available.

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

Measures on reducing work-life balance and well-being will be discussed with staff including:

- a review of our marking/feedback policy
- a review of the number of meetings deemed essential and which of these can take place at a distance

Supply teachers and other temporary or peripatetic teachers

We will continue to engage supply teachers and other supply staff during this period.

Supply staff and other temporary workers can move between schools, but we will consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools we will attempt to use longer assignments with supply teachers booking ahead across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.

Educational visits

In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. We will also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, we will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, we will consider what control measures need to be used and ensure we are aware of wider advice on visiting indoor and outdoor venues. We will consult the [health and safety guidance on educational visits](#) when considering visits.

School uniform

It is for the governing body of a school to make decisions regarding school uniform. At Barns Green Primary we will return to our usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.

Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.

We will consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.

Extra-curricular provision

We will resume any breakfast and after-school provision, where possible, from the start of the autumn term. This may include a flexible response which allows this to build up over time. This

provision will help ensure pupils have opportunities to re-engage with their peers and with the school, provide enrichment activities, and also support working parents.

If it is not possible to maintain the groups being used during the school day then we will use small, consistent groups.

As with physical activity during the school day, contact sports should not take place.

Curriculum, behaviour and pastoral support

Curriculum expectations

At Barns Green Primary we will:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. We will consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Return to the school's normal curriculum in all subjects by summer term 2021 at the latest: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
- Plan on the basis of the educational needs of pupils: Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.
- Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. We will plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

Specific points for early years foundation stage (EYFS) to key stage 2

For pupils in Reception, focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. 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](#). Consider how all groups of children can be given equal opportunities for outdoor learning.

For pupils in key stages 1 and 2, Teachers will 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 will 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

There may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. We will discuss with peripatetic staff 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, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.

Physical activity in schools

We 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 should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.

Outdoor sports should be prioritised where possible, and the school hall where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

Schools should refer to the following advice:

- [guidance on the phased return of sport and recreation](#) and guidance from [Sport England](#) for grassroots sport
- advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)

We are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.

Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.

The Weald is will be delivering some staff meeting sessions on COVID-safe PE lessons.

Remote Education

The school will continue to develop its use of Purple Mash as a system for delivering online learning, including homework. We will look at how to improve the system so that we are ready to offer remote learning immediately if there is a new lockdown or pupils/groups of pupils are required to isolate.

RHE

The new curriculum will be ready to be taught by Summer 2021.

Catch-up support

The government has announced a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most.

£650 million will be spent on ensuring all pupils have the chance to catch up and supporting schools to rise to the challenge. This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year. Whilst head teachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). The DfE will set out how this funding will be distributed between individual schools shortly.

Alongside this universal offer, the DfE will roll out a [National Tutoring Programme](#), worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and they therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted.

Pupil wellbeing and support

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.

The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing. *The Department for Education, Public Health England and NHS England are [hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students](#), and a recording will be available to access online afterwards - see [DfE - Supporting pupil and student mental wellbeing](#) for further details. This includes hearing from experts on the impacts of the pandemic on pupils' mental wellbeing and recovery techniques, and from education leaders about the actions they have been taking.*

The Whole School SEND consortium will be delivering some training and how-to's for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to

their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the [events page](#) of the SEND Gateway. You can opt to join Whole School SEND's [community of practice](#) when you sign up for an event to receive notifications about future training and resources as they are published.

DfE has also published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on [teaching about mental wellbeing](#), which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It was published early given the importance of supporting pupils' mental health and wellbeing at this time.

We will consider the provision of pastoral and extra-curricular activities to all pupils designed to:

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- support pupils with approaches to improving their physical and mental wellbeing

We will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. We will also consider support needs of particular groups where we have already identified a need for additional help (for example, Traveller children), and any groups we identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a [coronavirus \(COVID-19\) staff resilience hub](#) with materials on peer support, stress, fear and trauma and bereavement.

School nursing services have continued to offer support as pupils return to school – school nurses as leaders of the [healthy child programme](#) can offer a range of support including:

- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support for pupils with additional and complex health needs
- supporting vulnerable children and keeping children safe

Schools and school nurses will work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.

Behaviour expectations

We will be updating our behaviour policies with any new rules/policies, and communicate these rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at [Behaviour and discipline in schools](#). We will set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. We 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 their rewards system.

It is possible that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We 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. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

The disciplinary powers that we 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.

Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.

Contingency planning for outbreaks

Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.

Contingency plans for outbreaks

For individuals or groups of self-isolating pupils, **remote education plans** should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on [remote education support](#).

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. In this instance, we may return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we have the capacity to offer immediate remote education. We will consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We will consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We will avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

A range of resources to support schools in delivering remote education is available:

- curriculum maps for key subjects for year groups from Reception to year 9 will be published in July. They aim to provide support to schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation. A number of education resource providers intend to align their resources to these maps, to further support schools. These maps are designed as a support for schools and are entirely non-mandatory, for use at the discretion of the school.
- DfE has produced a [quality assured list of remote education resources](#) which are available to schools and parents for free over the summer term. Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the [EEF's COVID-19 support guide for schools](#)
- from that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.
- Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.
- government-funded access to one of two free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through [The Key for School Leaders](#). The Key also provides feature comparison and case studies on how schools are making the most of these platforms.
- a network of schools and colleges for help and support on effective use of tech for remote education that can be accessed through the [EdTech Demonstrator Programme](#).
- laptops, tablets and 4G wireless routers have been made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils). Local authorities and academy trusts will continue to own and use these devices (including for catch up purposes) following pupils returning to school in the autumn term. They will be responsible for loaning them in the event that a school is required to close temporarily due to coronavirus (COVID-19). If required, the department will look to provide further device and connectivity support for disadvantaged pupils who would otherwise lack access during a school closure. These devices will be owned by the school.
- In addition to 4G routers provided to local authorities and academy trusts, the Department for Education is working in partnership with BT to offer free access to BT Wi-Fi hotspots for disadvantaged pupils. The DfE is also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires

pupils to learn from home and access social care services online. More information on [increasing internet access for vulnerable and disadvantaged children](#) is available.

Further support is available from:

- The National Cyber Security Centre, on [which video conference service is right for you](#) and [using video conferencing services securely](#)
- annex C of the guidance on [Safeguarding and remote education during coronavirus \(COVID-19\)](#), as well as statutory guidance on online safety in Annex C of [keeping children safe in education](#).

Actions carried over from Phased Return to School plan

Teachers will be expected to model social distancing to pupils and remain a minimum of 2m away from each pupil.

The school field will be available for 'bubbles' to use. This could be for all children at the same time, as it is large enough to allow for social distancing.

Children should not wear a face mask to school.

Children should wear School uniform and keep their shoes on during the day.

Parents will not be allowed onto the school site. If they wish to communicate with a teacher, they should do so by emailing the school office. Teachers may respond either by email or by a telephone call.

Families should wait at the gate until it is opened. They should socially distance from each other. Children will be expected to enter in a calm manner. Children should stay with their parent until they have entered school. Collection will work the same way, but in reverse.

Year 6 pupils who normally walk to school on their own may continue to do so, but Parents must be sure they are capable of social- distancing.

Break time

Other than the climbing equipment and adventure trail, no equipment will be allowed.

Building, facilities and resources

All soft furnishing will be removed.

All extraneous furniture will be removed and stored in the corridor to facilitate social distancing.

Where possible doors should be propped open to allow ventilation and reduce contact on door handles. *It is legitimate to close external doors if the classroom becomes too cold. **This does not over-ride any markings of fire-doors.***

Circulation around school buildings and school site

Children will enter and leave the building through the classroom external entrances.

Assemblies will not be appropriate.

Fire evacuation routes remain the same. A drill will be carried out early in September.

Social distancing measures

The basis of risk assessments should be poor weather conditions.

Teachers will explain to pupils the importance of social distancing and help them develop the skills of independently social distancing, particularly at break times. 1 child will be allowed in the toilet at a time.

Government guidance – COVID-19: cleaning in non-healthcare settings

What you need to know

- cleaning an area with normal household disinfectant after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people
- wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished
- using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles
- if an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron
- wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning

Background

Experience of new coronaviruses (SARS-CoV and MERS-CoV) has been used to inform this guidance.

The risk of infection depends on many factors, including:

- the type of surfaces contaminated
- the amount of virus shed from the individual
- the time the individual spent in the setting
- the time since the individual was last in the setting

The infection risk from coronavirus (COVID-19) following contamination of the environment decreases over time. It is not yet clear at what point there is no risk. However, studies of other viruses in the same family suggest that, in most circumstances, the risk is likely to be reduced significantly after 72 hours.

Principles of cleaning after the case has left the setting or area

Personal protective equipment (PPE)

The minimum [PPE](#) to be worn for cleaning an area where a person with possible or confirmed coronavirus (COVID-19) is disposable gloves and an apron. Hands should be washed with soap and water for 20 seconds after all PPE has been removed.

If a risk assessment of the setting indicates that a higher level of virus may be present (for example, where unwell individuals have slept such as a hotel room or boarding school dormitory) or there is visible contamination with body fluids, then the need for additional PPE to protect the cleaner's

eyes, mouth and nose might be necessary. The local Public Health England (PHE) Health Protection Team (HPT) can advise on this.

Non-healthcare workers should be trained in the correct use of a surgical mask, to protect them against other people's potentially infectious respiratory droplets when within 2 metres, and the mask use and supply of masks would need to be equivalent to that in healthcare environments.

Cleaning and disinfection

Public areas where a symptomatic individual has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids can be cleaned thoroughly as normal.

All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including:

- objects which are visibly contaminated with body fluids
- all potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells

Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, following one of the options below:

- use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine

or

- a household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants

Avoid creating splashes and spray when cleaning.

Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined below.

When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used.

Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of.

Laundry

Wash items in accordance with the manufacturer's instructions. Use the warmest water setting and dry items completely. Dirty laundry that has been in contact with an unwell person can be washed with other people's items.

Do not shake dirty laundry, this minimises the possibility of dispersing virus through the air.

Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance above.

Waste

Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues):

1. Should be put in a plastic rubbish bag and tied when full.
2. The plastic bag should then be placed in a second bin bag and tied.
3. It should be put in a suitable and secure place and marked for storage until the individual's test results are known.

Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.

if the individual tests negative, this can be put in with the normal waste

if the individual tests positive, then store it for at least 72 hours and put in with the normal waste

If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment.

Additional measures

This section will be updated as the term progresses.

At lunch, we will not be able to open lunch items such as tubes of yoghurt, or cut up pieces of food on a plate. Please make sure your children are able to do both activities!

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Children will be seated on alternating seats in the lunch hall. They will not be directly facing another child. Children will be seated in their groups in the lunch hall. If there is a table that requires children from 2 groups sitting at it, they will be seated at different ends of the table.

Extension of lunchtime means that 45 – 60 minutes for cleaning of lunch hall. A new member of the MMS team has been appointed to carry this out. A scaled down menu will be offered to reduce preparation time by kitchen staff., This will comply with nutritional guidelines.

Cutlery will be laid out for all both sittings at lunchbreak.

Pupils to collect main course & desert at same time to reduce need for a second queue.

School hall will have an 'entrance' and 'exit' door for lunchtimes.

During the first week, governors have volunteered as 'marshals' to help parents with social distancing at drop off and pick up.

Wet breaks - pupils will be expected to follow a 'Seats on Seats' policy.

Parent evening will take place in the first half term. This term they will be by phone.

Restrictions on music & singing will impact on Christmas celebrations.