



# **Sacred Heart RC Primary School Battersea**

## **September Return to School Plan**

July 2020

*To be read alongside amended Behaviour management Policy, Fire Drill Policy and Breakfast Club procedures document.*

## Contents

Pages 3-19	Dfe guidance published 2 July 2020
Page 20-22	Summary of provision/ Additional information/requirements
Page 23-28	Lunch times/play times
Page 28	Staff Wellbeing
Page 29-54	Risk Assessment
Page 55-63	Parent information letter July 2020
Page 64-69	Breakfast Club guidance

## Welcoming children back to school

When we made the decision to ask schools to open only to a small number of children, this was done with the aim of reducing transmission of coronavirus (COVID-19), to protect the NHS and save lives. As the situation improved, we began to consider how we could bring more children and young people back into schools, and supported primary schools to do so from 1 June, focusing on some year groups being educated in small ‘bubbles’, and secondary schools from 15 June, with year 10 and 12 spending some time in school in small groups, with public health risk reduction measures in place. Since 15 June, primary schools have also had flexibility to bring back other pupils where they have space to do so.

Now, the circumstances have changed. The prevalence of coronavirus (COVID-19) has decreased, our NHS Test and Trace system is up and running, and we are clear about the measures that need to be in place to create safer environments within schools.

Returning to school is vital for children’s education and for their wellbeing. Time out of school is detrimental for children’s cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children’s future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.

Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today’s pupils will have over the course of their entire life. For many households, school closures have also affected their ability to work. As the economy begins to recover, we need to remove this barrier so parents and carers can return to work.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics’ analysis on [coronavirus \(COVID-19\) related deaths linked to occupations](#) suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.

Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19), and this guidance explains the steps

schools need to take to reduce risks still further. As a result, we can plan for all children to return and start to reverse the enormous costs of missed education. This will be an important move back towards normal life for many children and families.

We are, therefore, asking schools to prepare to welcome all children back this autumn. While coronavirus (COVID-19) remains in the community, this means making judgments at a school level about how to balance and minimise any risks from coronavirus (COVID-19) with providing a full educational experience for children and young people. Schools should use their existing resources to make arrangements to welcome all children back. There are no plans at present to reimburse additional costs incurred as part of that process.

The measures set out in this guidance provide a framework for school leaders to put in place proportionate protective measures for children and staff, which also ensure that all pupils receive a high quality education that enables them to thrive and progress. In welcoming all children back this autumn, schools will be asked to minimise the number of contacts that a pupil has during the school day as part of implementing the system of controls outlined below to reduce the risk of transmission. If schools follow the guidance set out here, they can be confident they are managing risk effectively.

While our aim is to have all pupils back at school in the autumn, every school will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education.

### **Purpose of this guidance**

The first section of this guidance sets out the public health advice schools must follow to minimise the risks of coronavirus (COVID-19) transmission. It also includes the process that should be followed if anyone develops coronavirus (COVID-19) symptoms while at school. This guidance has been developed with advice from PHE.

The public health advice in this guidance makes up a PHE-endorsed ‘system of controls’, building on the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) outbreak. When implemented in line with a revised risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.

The system of controls provides a set of principles and if schools follow this advice, they will effectively minimise risks. All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances. Where something is essential for public health reasons, as advised by PHE, we have said ‘must’. Where there is a legal requirement we have made that clear. This guidance does not create any new legal obligations.

There cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk. The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.

We expect schools and trusts to work closely with parents, staff and unions, as they normally would, when agreeing the best approaches for their circumstances. Where the personal circumstances of parents and/or staff create added concerns, schools and trusts should discuss these, and we have offered advice in this document about how to do this. We want all pupils and staff to be back in schools, and believe the conditions are right for this, but some people will understandably have worries that should be heard and addressed.

The rest of the guidance sets out more details on how DfE expects schools to operate in the autumn term. This covers:

- school operations, including attendance, workforce, estates, catering
- curriculum, behaviour and pastoral support
- assessment and accountability, including plans for inspection
- contingency planning in case of self-isolation of multiple pupils or staff or local outbreaks

### **Section 1: Public health advice to minimise coronavirus (COVID-19) risks**

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

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

- **a requirement that people who are ill stay at home**
- **robust hand and respiratory hygiene**
- **enhanced cleaning arrangements**
- **active engagement with NHS Test and Trace**

- **formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable**

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

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

### **Risk assessment**

Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.

Schools have remained open to some pupils since 23 March, welcoming more pupils back from 1 June. Schools should therefore have already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) for a limited number of pupils.

As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.

School employers should have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

For more information on what is required of school employers in relation to health and safety risk assessments, see [annex A](#).

### **The system of controls: protective measures**

Having assessed their risk, schools must work through the below system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for their school, and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have SEND.

If schools follow the guidance set out here they will effectively reduce risks in their school and create an inherently safer environment.

### **System of controls**

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

#### **Prevention:**

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school**
- 2) clean hands thoroughly more often than usual**
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach**
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach**
- 5) minimise contact between individuals and maintain social distancing wherever possible**
- 6) where necessary, wear appropriate personal protective equipment (PPE)**

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

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

Number 6 applies in specific circumstances.

Response to any infection:

7) engage with the NHS Test and Trace process

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

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

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

## 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. Individuals (adult/pupils) who have visited countries outside of agreed travel corridors should follow current government isolation advice and not come to school until the period of isolation has ended.**

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 7 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). All schools must follow this process and ensure all staff are aware of it.

If anyone in the school becomes unwell with a new and persistent 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 [guidance for households with possible or confirmed](#)



[coronavirus \(COVID-19\) infection](#), which sets out that they should self-isolate for at least 10 days and should [arrange to have a test](#) to see if they have coronavirus (COVID-19).

If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.

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. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:

- whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly
- supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative
- building 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

In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.

## **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, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.

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**

Points to consider and implement:

- putting 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 need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet

By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on [COVID-19: cleaning of non-healthcare settings guidance](#).

#### **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 schools must consider how to implement this. Schools must 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 (especially at secondary)

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 and not touch staff where possible.

Points to consider and implement:

### **How to group children**

Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.

However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools.

In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.

In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).

Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to

minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.

Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.

### **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. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. 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 will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.

When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above.

Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.

### **Measures elsewhere**

Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.

When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).

Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.

### **Measures for arriving at and leaving school**

We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.

Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must 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 (as is the case for all pupils), 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.

## **Other considerations**

Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.

Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.

Equipment and resources are integral to education in schools. 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, 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 wraparound care providers. 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. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

## 6. Where necessary, wear appropriate personal protective equipment (PPE)

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used

Read the guidance on [safe working in education, childcare and children's social care](#) for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.

### 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](#). Schools must 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 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. We will release more details on new testing avenues as and when they become available and will work with schools so they understand what the quickest and easiest way is to get a test. 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.

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 [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.

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

Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should 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 schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools 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 recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see [section 5 of system of control](#) for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or 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’](#)

Schools should 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.

### Summary of provision

	N	R	1	2	3	4	5	6	HH
<b>Teacher</b>	Sarah Wade	Sarah Walsh Rosemary Williams	Hannah Bolton Kirsty Parsons	Nicky Christie Catherine Vlala Laura Stott	Claire Newman Wale Thomas	Jacqui Parker Tayla Smith	Meg McCoy Samuel McCarten	Larraitz Garraialde Olivia Forshaw	Pat Porter Sylwia Wisniewska Nicky Cairney
<b>Specialist Teachers</b>	Sandra Drinan (HLTA) Kinga Daniel (HLTA)		Emer Bradley Anne-Marie Ormonde Rohan Kriwaczek Sandra Drinan (HLTA) Kinga Daniel (HLTA)		Anne-Marie Ormonde Rohan Kriwaczek Andrea Rowlandson Lilia Nakonechna Sandra Drinan (HLTA) Kinga Daniel (HLTA)				
<b>Support staff</b>	Abi Selvarajah Tania Foster Toni Morton (4 days) Sue Gates Lauren George (3 days) Svetlana Galben (LSA)		Sharon Graham Jade Kent (3 days) Judith Coley (LSA) LSA - tbc	Paulette Scott Lisa Taylor (LSA)	Keisha Greaves	George King (3 days) Jade Kent (2 days) Nicola Kelly (LSA)	Debbie Milton	Lorraine Mills Lisa Harris (LSA) SONali Bendre (LSA) LSA - tbc	Flora Gjoni Megan Eiffert Kelly Stewart TA – tbc X2
<b>Start time</b>	8.50	9.05	8.55	8.45	9.00	8.55	8.50	8.45	9.00
<b>Taking temperature</b>	Sarah Wade Abi Selvarajah	SLT Sarah/Rose	SLT Hannah/Kirsty	SLT Nicky/Catherine	SLT Anne-Marie Lorraine Claire Wale	SLT Anne Marie Lorraine Jacqui Tayla	SLT Anne Marie Lorraine Meg Sam	SLT Anne Maire Lorraine Larraitz Olivia	Pat Porter Sylwia Nicky
<b>Entry/exit point</b>	Nursery Gate	Cabul Road	Cabul Road	Cabul Road	The pen/astro turf gate	Este Road	The pen/astro turf gate	Este Road	Nursery Gate

					Este Road		Este Road		
<b>Playtime</b>		10.15 KS1	10.30 KS1	10.45 KS1	10.15 KS2 pen/paved	10.15 KS2 paved/pen	10.30 KS2 pen/paved	10.30 KS2 paved/pen	10.00 tbc KS1 or Nur?
<b>Lunchtime</b>	11.30- 12.30 Nursery	11.30- 12.30 Nursery	11:45- 12:45 Nursery	12.05-1.05 Hall	12:00-1.00 Hall	12:15-1:15 Hall	12:30-1:30 Hall	12:45-1:45 Hall	12.30-1.30 Nursery
<b>Afternoon playtime Mon- Thurs</b>		To plan and cover afternoon break internally							
<b>End of day</b>	3.15	3.30	3.25	3.20	3.30	3.30	3.25	3.20	3.30

- At drop off and pick up Lilia, Thomina & Rohan to support KS2 with communal area/cloakrooms handwashing/monitoring etc.

### Break Duty

Break Duty – All support staff and LSAs for each bubble should be on duty every play time. (Breaks to be taken before or after play time – as arranged with class teacher). In the advent of planned absence, staff to arrange a swap within the staff who cover play time for the bubble. In the event of sickness absence inform SLT of duty when calling, so cover can be arranged.

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Y1 10.30	<b>NB</b>	KP/HB	EB	KP	HB
Y2 10.45	EB	LS	VW	NC	CV
Y3 10.15	TC	RK	AMO	CN	WT
Y4 10.15	JB/JP/TS	TC	RK	TS	JP
Y5 10.30	AR	<b>NB</b>	LN	MM	SM
Y6 10.30	LN	AR	OF	VW	LG

### Additional information/requirements

- **All staff must wash hands immediately upon arrival to school**
- **No one should enter the site if they have covid 19 symptoms.**
- All pupils **MUST** go to the toilet before play and lunch begins and allow time for this to include wiping down of surfaces touched by each individual child. The strict timings for play and lunch are paramount and must be adhered to.
- Support staff to be on duty every day and take break before/after play time. Specialist staff and SLT will support with breaks.
- Staff to wipe down touch points in toilets frequently during play time.
- Taking temperature-designated staff must wear full PPE.
- All staff to read updated 'Behaviour **Management Policy**' and pay particular attention to further alterations made in relation to returning to school after lockdown in September.
- All staff to read updated '**Temporary Amendment to Fire Evacuation Policy (Covid 19 June 2020)**' There will be an initial fire drill in first two weeks, to ensure all staff and pupils are aware of the procedures.
- Each classroom will continue to have a cleaning kit provided. Please inform office/Roger when items need replenishing.
- As per guidance, staff to avoid congregating in staffroom. 3 kitchens available to make drinks, snacks and meals (staffroom, little kitchen, new build kitchen). Staff can use the staffroom – to a maximum of staff equal to the number of chairs, the outside area, own classrooms, communal areas eg atrium. Staff **MUST follow social distancing guidance.**
- Staff should avoid crossing into other bubbles, unless directed for specialist teaching.
- Breakfast club limited to 35 pupils (including staff children). See Breakfast club guidance notes for procedures and protocols.
- Teach/remind pupils non contact playtime games.

- All teachers to keep mobiles switched on and communicate this way with office/SLT, if urgent. Phones should only be visible/used in an emergency.
- Year group specialist staff to manage collection and drop off of pupils. Specialist teachers will move rooms, to reduce movement of pupils around the building.
- All doors in use to be propped open with door stops-including doors to playground weather permitting.
- All windows to be open.
- No air con/fans or hand driers to be used.
- Pupils to remain in class bubble if late pick up-**not** brought to office. Please communicate with office via SLT or phone.
- DVDs, colouring, drawing if wet play/lunch.
- Some bubbles may be accessing the playgrounds at the same time. Please be vigilant that pupils are not near each other where the divide between the two playgrounds is.
- Children remove masks when entering the building at the start of the day. Masks to be deposited in own plastic bag for each pupil. Children to wash hands immediately.
- Each pupil to have separate resources e.g. pencil, pen, ruler which are stored in named container and only used by them.
- Some lunch times for some year groups are later this term than previously. Children should be encouraged to bring a fruit snack to school.
- No large gatherings e.g. assemblies,
- No clubs for autumn term – will be reviewed.

## Lunchtimes

	Lunch time	Eating	Playing	Adults
<b>Nursery</b>	11.30-12.30	11.30 Nursery	Nursery	Anna & Kim
<b>RSW</b>	11.30-12.30	11.50 Nursery	Outside Yr 1	Lauren George, Sandy & Toni
<b>RW</b>	11.30-12.30	12.10 Nursery	Outside Yr1	
<b>Year 1</b>	11:45-12:45	11:50 Hall	Outside Yr 2	Phil, Lisa T (FA), Lauren G
<b>Year 2</b>	12.05-1.05	12.10 Hall	Outside Yr 1 (from 12:30)	Lorraine (FA), Sharon N & Paulette (FA)
<b>Year 3</b>	12:00-1.00	12:30 Hall	Astro 1 12-12:30 Tennis Court/Paved 12:45-1:00	Keisha & Anne Marie NK-M, W, Th EB/TC-Tues <u>Fri</u> -rota may be needed for leads/HLTAs/Non-classed based teachers
<b>Year 4</b>	12:15-1:15	12:45 Hall	Astro 2 12:15-12:45 Tennis Court/Paved 1:1:15	George (FA) (M, W, Th)/NK (Tu +Fri) & Jade
<b>Year 5</b>	12:30-1:30	1:00 Hall	Astro 1 12:30-1:00 Tennis Court 1:15-1:30	Debbie M & Sharon G (FA)
<b>Year 6</b>	12:45-1:45	1:15 Hall	Astro 2 12:45-1:15 Tennis Court 1:30-1:45	Martin & Lisa H (FA-will need to go to GK or KG)
<b>HH</b>	12:30-1:30	12:30 Nursery	Nursery playground	HH Support staff-refer separate rota

Sanitiser stations are set up in hall for sanitising. Children to sanitise hands when entering the hall and as they leave.  
5&6 can only go on Tennis court after eating, as Years 3&4 are back in class.



### Additional guidelines during lunchtime

- All pupils MUST go to the toilet before play and lunch begins and allow time for this to include wiping down of surfaces touched by each individual child. The timings for play and lunch are tight and must be adhered to.
- The overarching principle schools have been asked to apply is to: **reduce the number of contacts between children and staff. This can be achieved through keeping groups separate (in bubbles) and through maintaining distance between individuals. Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options, and will still bring benefits even if implemented partially.**
- **Attendance and punctuality is vital. Lunch staff must follow the absence reporting procedures full to ensure safe running of the school and service delivery. Non compliance with the school policy may result in disciplinary action under the support staff code.**
- Lunch staff must wash hands before beginning lunch duty and at the end of their lunch duty.
- PPE is recommended in school particularly during Lunchtimes (especially when children are eating).
- Children should wash hands at the start and at the end of every Lunch time. Children must use antibacterial gel before and after eating.
- Tables and seats to be cleaned between each sitting.
- Children to be kept in the class bubble in the hall at all times and adults to remain with own class bubble.
- KS1 enter and leave the hall via the door near Roger’s office.
- KS2 to enter the building via the main entrance, walk past KS2 computer suite and enter the hall via the doors at the back of the hall. KS2 to leave the hall via the doors closest to KS2. KS2 classes to exit the building via their own classrooms. Classes **should not** be leaving the building via the fire exit doors next to the toilets. This is to avoid congestion and crossing of bubbles.
- Children will need to ask for permission to go to the toilet.

- Toilets need to be checked frequently and wiped down.
- First aid boxes for children to be taken to playground.
- Children not to cross bubbles in the playground – Adults will need to supervise this and be vigilant at all times.
- When administering First Aid – Children to put ice on themselves with you directing them, where possible.
- If you do need to check head bumps make sure you try to keep your distance. (Do not stand directly in front of them. Avoid face to face contact within 1 metre for any length of time).
- Accident slips to be left at the front desk of the office for Lorraine and George to collect. George and Lorraine will return a copy to go home when calls made.
- Please follow the rota to the letter and we need to be tight around all the timings as this could have major safety issues.
- If there are any problems with lunchtime or the rota on a particular day – you will need to notify Lorraine and George as soon as possible. Lorraine and George will liaise with SLT.
- George and Lorraine (Keisha on Tuesday and Fridays) will be available from a distance during lunchtime – **You must not leave your post to go into another bubble.**
- If there is an emergency during lunchtime i.e. head bump or any first aid problem that you are concerned about you may have your phone throughout lunchtime. ( It is **for emergency use only**) If needed call Lorraine/George/ the office.
- All meal supervisors to go out with First Aid pouches containing wipes, alcohol wipes etc. Some ice packs to be kept in fridge, some in freezer. Cold packs to be used as a ‘cold compress’. \*Small ice box/freezer to be purchased for new build (for KS2 first aid)
- 5&6 can only go on Tennis court after eating as Years 3&4 are back in class and may be disrupted.

- Lunch supervisors to bring children in approximately 5 mins before the end of lunch time to begin washing hands. Classrooms can be used and a group to the toilets. This is to ensure handwashing is completed before afternoon lessons start. This is a new routine so will need trialling to see how it works. The aim is to ensure good hygiene practices but also reduce impact on teaching time.
- First aid to be administered outside where possible. Serious accidents would need to be treated indoors. We anticipate fewer accidents as there are smaller groups of children out on the playground at any one time.
- Lunch staff to be vigilant and monitor children in their areas. Staff not to stand together.
- Cold compresses for KS2 to be kept in the fridge in the new build. First aid forms to be kept on clipboard.
- KS1 pupils will have their plates cleared for them.
- KS2 children to put hands up when they have finished and get permission to go to the bins to clear their plates. The children must then return to their seats until all the children in the bubble are ready to leave at the same time.
- The children are to use hand sanitiser pumps on the way in and out of the hall (before and after eating). Meal supervisors will need to check the pump stations are working and sufficiently full. Notify site manager immediately if pumps are empty or not working.
- Pumps can also be used for HH and EYFS. If there are concerns around children ingesting hand gel, those pupils can be monitored to wash hands instead.
- No outdoor large equipment such as climbing frames and spinner to be used for Autumn 1. This will be reviewed for Autumn 2.(EYFS can use equipment such as trikes, as long as they are cleaned down frequently).
- Each bubble should have a box of their own play equipment set up by lunch supervisors under the direction of the Senior Meal supervisors. Boxes should be labelled and can be stored in the shed.
- Wet play – pupils to stay at desks – they can use whiteboards, scrap paper, colouring, cutting, reading and videos on the IWB. Rooms should be tidy for lessons commencing.

## Staff Wellbeing

Your wellbeing continues to be of great importance and the resources below may be of support to you during this difficult time. Please do make use of the resources below or contact Nicola or Michelle (Up team leader) for further support.

<a href="https://blog.calm.com">https://blog.calm.com</a>	A range of support to help improve mental health.
<a href="https://www.headspace.com/">https://www.headspace.com/</a> .	An alternative to 'calm' app.
<a href="https://www.nhs.uk/oneyou/">https://www.nhs.uk/oneyou/</a>	An NHS website to support you with your mental health during the current covid crisis.
<p>FREEPHONE: <b>0800 243 458</b>            E-MAIL: <b>assistance@workplaceoptions.com</b> WEBSITE:  <b>www.workplaceoptions.com</b> OUTSIDE THE UK: <b>+44 (0)20 8987 6550</b>            SMS (FOR CALL BACK): <b>+44 (0)7909 341229</b> MINICOM: <b>+44 (0)20 8987 6574</b></p>	Access to Employee Assistance Programme - Confidential and independent advice and support about a wide range of topics.
<a href="https://www.educationsupport.org.uk/">https://www.educationsupport.org.uk/</a>	Specifically aimed at those working in education.
<a href="https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/">https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/</a>	General advice for engaging with our mental wellbeing
<a href="http://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a>	DFE information and support for both pupil and staff wellbeing.
<a href="https://www.twinkl.co.uk/resources/staff-wellbeing-twinkl-life-key-stage-1/resilience-toolkit-staff-wellbeing-twinkl-life-key-stage-1/personal-wellbeing-resilience-toolkit-staff-wellbeing-twinkl-life-key-stage-1">https://www.twinkl.co.uk/resources/staff-wellbeing-twinkl-life-key-stage-1/resilience-toolkit-staff-wellbeing-twinkl-life-key-stage-1/personal-wellbeing-resilience-toolkit-staff-wellbeing-twinkl-life-key-stage-1</a>	Twinkl – staff well being resources, activities and information.
<a href="https://www.mind.org.uk/information-support/coronavirus/">https://www.mind.org.uk/information-support/coronavirus/</a>	Mind - resources

**Sacred Heart RC Primary School Risk Assessment**

	<b>Hazard/Risk factors/issue</b>	<b>Area/Who Affected</b> Premises Staff Pupils Visitors/Contractors Curriculum	<b>Action needed</b>	<b>Status of action</b> H/M/L	<b>Risk owner</b>	<b>Residual Risk</b>
<b>Date</b> <b>20.7.20</b>	<b>Overall Risk Rating = M/L until routines are established L- once routines and compliance are upheld</b>			<b>Review Date: 25.9.2020</b>		
<b>Health &amp; safety</b>  <b>School Site</b>	<ul style="list-style-type: none"> <li>How clean is the school?                             <ul style="list-style-type: none"> <li>Poor cleaning/contaminated surfaces increases risk of Covid-19 spread</li> </ul> </li> </ul>	Premises Staff Pupils Visitors/Contractors	Contact with Solo – ensure they have guidance-/own RA  Ensure sufficient supply of protective equipment for additional cleaning duties  Increased level of enhanced cleaning of relevant areas (and visibility of cleaning being done)  Increased focus on cleaning of touch points  Cleaning to follow the COVID-19: cleaning of non-healthcare settings guidance	Ongoing  H	CM	L
	<ul style="list-style-type: none"> <li>School Entrance                             <ul style="list-style-type: none"> <li>Increased risk of Covid-19 spread</li> <li>Office staff vulnerable</li> <li>Visitors vulnerable</li> </ul> </li> </ul>	Office staff Visitors Contractors	Office screen in place permanently.  Limited entrance into the office for non-office staff/essential need only.  Deliveries straight in to meeting room-only handled by Roger  Limiting parents or visitors –parents to call/email.	M	CM	L

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contractors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			<p>Ensure communication with contractors and visitors re our guidelines. Biometric points to be cleaned frequently.</p> <p>Register of all contractors and contact information to be kept</p> <p>Staff to use <b>own pen</b> to sign in/out. Staff observe social distancing when signing/out each day especially during busy times</p>			
	<ul style="list-style-type: none"> <li>Security <ul style="list-style-type: none"> <li>- Unauthorised access</li> <li>- Increased risk of Covid-19 spread</li> </ul> </li> </ul>	<p>Staff Pupils</p>	<p>Ensure all external doors / windows secured to prevent unauthorised access.</p> <p>Doors/gates to let pupils in/out of building closed promptly at designated time-managed by Roger</p> <p>Risk Assessments completed for specific SEN pupils for Autumn term regarding their limited use of school building – Senco.</p>	M	<p>CM EM MG</p>	L
	<ul style="list-style-type: none"> <li>Equipment cleaning <ul style="list-style-type: none"> <li>- Keyboards/desks/chairs in classrooms</li> </ul> </li> </ul>	<p>Premises Staff Pupils</p>	<p>Cleaning in each area</p> <p>EY equipment cleaned</p>	M	<p>CM/M G</p>	L

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contractors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
	<ul style="list-style-type: none"> <li>- photocopiers</li> <li>- music equipment</li> <li>- EY equipment</li> <li>- specialist equipment</li> </ul>		<p>Gloves/wipes/spray/tissues (cleaning box) provided in each classroom/office and disposed of in bins.</p> <p>Social distancing Rotation of equipment for 72 hours, particularly for instruments which may be damaged by cleaning products.</p> <p>Break times – staggered breaks</p> <p>No sharing of equipment-individual learning packs provided (class and breakfast club).</p> <p>Photocopier, staffroom PCs and staffroom telephone to have box of cleaning equipment and to be wiped (touchpoint) after each use.</p>			
	<ul style="list-style-type: none"> <li>• Fire/first aid emergencies               <ul style="list-style-type: none"> <li>- Injury</li> <li>- Illness</li> <li>- Loss of property/life</li> <li>- Burns</li> </ul> </li> </ul>	Premises Staff Pupils Visitors/Contractors	<p>Review general RA for rooms and shared areas</p> <p>Review emergency evacuation procedures – staff briefed. Fire evacuation drill to take place in first two weeks.</p> <p>First aiders in each classroom and on play/lunch duties- or available close by.</p>	L	CM EM	L

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contractors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
	<ul style="list-style-type: none"> <li>Management of contractors/visitors               <ul style="list-style-type: none"> <li>- Maintaining social distancing</li> <li>- Increased risk of Covid-19 spread with unknown people</li> </ul> </li> </ul>	Premises Staff Pupils	<p>Protocols for contractors on site needed – ensure contacts numbers are available</p> <p>Take temperature of contractors/visitors – ask if they have been unwell</p> <p>Only essential contractors in the school building</p> <p>Work to take place outside school hours where available</p>	L	SM/EC	L
	<ul style="list-style-type: none"> <li>Use of toilets for students/staff               <ul style="list-style-type: none"> <li>- How to maintain distancing (one in one out)</li> </ul> </li> </ul>	Staff Pupils Visitors	<p>Pupils to use toilets in own key stage area.</p> <p>Morning and evening checks for soap/paper towels</p> <p>Ensuring handwashing – where needed supervision of pupils.</p> <p>Handwashing posters and signs in every class, communal area and toilets.</p> <p>Toilet touch points to be wiped down frequently. Cleaner employed for additional cleaning. Staff to establish regular toilet and handwashing</p>	H	EM CM	M



	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			routines. Children to be encouraged to use the toilets at these times. If a child requires the toilet outside of these times, they should be allowed to use the facilities. Children should not feel that they cannot use the toilet – but putting in place good classroom routines will help with this.			
	<ul style="list-style-type: none"> <li>Library/Computer Suite/Ipads</li> <li>- use of computers – increased risk of Covid-19 spread</li> </ul>	Staff Pupils	<p>Gloves and wipes stored with iPad and laptops.</p> <p>Equipment cleaned before and after use</p> <p>Use of library to be reviewed at end of Autumn 1 Limited use of ICT suites – see maximum number of pupils allowed in at any one time (KS2 – up to 10 pupils with 1 adult, KS1 up to 8 pupils with 1 adult). Doors MUST be left open to allow for ventilation</p> <p>Maths resource room – 2 children maximum with an adult. Door and sky light must be open.</p>	M	EM CM	L
	<ul style="list-style-type: none"> <li>Shared offices e.g. departments,</li> <li>- Social distancing?</li> <li>- Break times – staggered breaks</li> <li>- No sharing of equipment</li> </ul>	Staff	<p>All offices to have gloves/sanitizers and wipes (cleaning box)</p> <p>Wipe down shared equipment e.g. automatic door button, photocopier</p> <p>Pupils use playground in year group ‘bubble’ only and not to play alongside/with another’ bubble’.</p>	M	EC EM	L

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			<p>..</p> <p>Staff not to enter the school office.</p> <p>Limited equipment out at breaks – each bubble to have their own equipment.</p> <p>Wet play – each child to have their own equipment.</p> <p>Shared equipment e.g. music and science, to be cleaned and left for 72hours between use.</p>			
	<ul style="list-style-type: none"> <li>Storage of bikes/scooters (as pupils encouraged to travel NOT via public transport)</li> </ul>		KS1 and KS2 separate bike stores. Pupils to park them up at the allocated staggered entry times. To monitor and review number of bikes. If needed to plan for additional bike store areas.			
<b>Staffing, Pupils</b>  <b>Social distancing</b>	<ul style="list-style-type: none"> <li>Availability of staff to return to work <ul style="list-style-type: none"> <li>- Consider reluctance, vulnerability etc.</li> <li>- Insufficient staff ratio</li> <li>- Insufficient supervision</li> <li>- reduced communication</li> </ul> </li> <li>- Cleaning staff shortages – reduced cleaning standards</li> </ul>	Staff Pupils	<p>Contact with staff with medical needs</p> <p>Timetable of teaching groups – all staff Staff may be directed to cover/teach groups as necessary to allow for a broad and balanced curriculum to be provided and the smooth running of the school.</p> <p>Teaching assistants used to provide cover under teacher supervision</p> <p>If necessary notify parents of partial class closures.</p> <p>Parents encouraged to contact school via phone or</p>	M	CM MG	L

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contractors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			<p>email only. Encourage parents to only contact school in the event of an emergency</p> <p>SLT, SBM and Site Manager to assume health and safety core functions</p> <p>Discuss with cleaning contractor additional cover arrangements</p> <p>Share with Edwards and Ward school lunch timings and routines to ensure E&amp;W staff can maintain social distance whilst providing the required lunch service.</p>			
	<ul style="list-style-type: none"> <li>DSE (Display Screen Equipment) <ul style="list-style-type: none"> <li>- Eye strain</li> <li>- Back injury</li> <li>- RSI</li> </ul> </li> </ul>	Staff	<p>DSE assessments and daily self-assessments to be carried out if staff are moved from their regular place of work</p> <p>Ensure breaks are taken away from the keyboard/mouse</p> <p>Use of outdoor areas when not occupied by pupils</p> <p>Line managers to be notified of any concerns</p>	L	CM EM	L
	<ul style="list-style-type: none"> <li>Classroom arrangement, use of resources and entering classroom space.</li> </ul>		<p>Seating plans</p> <p>Tables and chairs to be set up in rows so that no pupils are facing each other. Individual class teachers to</p>			

	Hazard/Risk factors/issue	<b>Area/Who Affected</b> Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			<p>review where pupils will sit. Those pupils who have had low levels of engagement during lockdown and may require additional support will be seated nearer to the front. Each pupil will have their own set of resources to limit movement around the class.</p> <p>Staff to establish clear and effective classroom organisation and management routines. Staff to teach children the prevention routines detailed in the DFE guidance (hand washing, and good respiratory practices).</p> <p>Staff to teach children break time lunch time routines and routines for moving around the school when necessary.</p> <p>Staff to go through the amended behaviour policy and establish safe class rules and routines in an age appropriate way.</p> <p>Where staff need to work with individual children or small groups care will be taken to maintain distancing. If working outside of the classroom, surfaces to be wiped down before and after each session.</p> <p>Children will wash their hands/sanitise immediately on arrival at school, dispose of any temporary face</p>			

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			<p>coverings they may have been wearing in a 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.</p> <p>Children advised only to bring in necessary equipment: coat, bag, PE kit, packed lunch, water bottle, and book/homework. Maximum of 5 children in a cloakroom at any one time – monitored by an adult. Y3, 4 and 5 to use bubble pack lunch trolleys. Y6 to store lunches above coats in cloakroom.</p>			
	<ul style="list-style-type: none"> <li>• PPE and face coverings</li> <li>- Used for intimate care</li> </ul>	Staff Pupils	<p>Gloves/wipes/aprons/visors/ sanitizer available</p> <p>Follow procedure for children who have toileting accidents</p> <p>Procedure for children who require first aid (pupils self-administer cold compress etc. where possible)</p> <p>Public Health England does not recommend the use of face coverings in schools. However because of risk of indoor transmission and some children’s inability to social distance we have made PPE available to all our staff. Children are not required to wear face coverings in school.</p>	M	MG EC	L

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			<p>Face covering or visor recommended whilst children are eating.</p> <p>Face coverings are required at all times on public transport (for children <b>over</b> the age of 11). If a child has been wearing a face covering before arriving at school, it will be important that they understand how to remove it. Any pupils wearing face coverings will be advised how to safely remove and store them when they arrive at school.</p>			
	Visibility of SLT around school		<p>Leaders will continue to walk around the school, particularly at times when transitions are at a minimum. Leaders may enter the classroom, speak to children, observe learning and generally be present around the school, whilst following social distancing guidance and wearing PPE.</p> <p>Parts of the playground have been marked to keep different bubbles separate. These will allow leaders to walk around the playground, observing and chatting to pupils at a distance.</p> <p>There will be a timetable for assemblies, all involving interaction from different classes, through the use of zoom.</p>			
	Management of social distancing -Contact with persons	Premises Staff Pupils	Where possible minimise the number of pupils in limited space	M	CM EM	L

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
	infected with Covid-19 (symptomatic/asymptomatic)	Visitors/Contractors	<p>Pupils accompanied by one parent or carer</p> <p>No gathering at school gates</p> <p>No handshaking /hugging</p> <p>Visitors identified as essential workers supporting SEND/ EHCP pupils. Guidance is shared with these professionals about where they can work with pupils and the cleaning regime that should be in place – to liaise with Senco.</p> <p>Drop off to staff at designated entrances</p> <p>Social distancing signs around the school</p> <p>Walking on the left –close to the walls-to allow 1+ metre distance in corridors.</p> <p>-Entry and exit to school – staggered start and finish times</p> <p>- Use of different gates/doors.</p> <p>Minimal mixing of groups/contact in school and outside</p>			

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			<p>Consistent pupils in a year group bubble. HH to remain separate, with no integration in to mainstream. This will be reviewed half termly.</p> <p>AR and LN to move rooms-year 5 based in one room and year 6 the other. RK to teach adapted whole class music in classrooms. To rotate equipment and wipe down before and after use. Singing under review.</p> <p>Pupil seating clear and forward facing - named tables</p> <p>Staggered breaks/lunch times</p> <p>Staff to use staffroom/little kitchen and new build kitchen to prepare lunch/snacks, but not congregate in these rooms. Staff advisee to use outdoor spaces – weather permitting.</p> <p>No group contact games at break</p> <p>Markers/signage on the school playground with 1m plus Intervals indicated, and KS2 children to be instructed to leave a distance whilst lining up and moving around the building.</p>			



	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contractors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			All transitions to be staggered as carefully as possible to avoid direct interaction between classes.			
	<ul style="list-style-type: none"> <li>Transport arrangements               <ul style="list-style-type: none"> <li>Increased risk of Covid-19 spread</li> </ul> </li> </ul>	Staff Pupils	<p>Parents and pupils to be encouraged to walk or cycle to school where possible</p> <p>Bikes and scooters stored safely in designated areas specific to year groups.</p> <p>Schools, and staff to follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning travel to and from school.</p> <p>Hilary House Lead Teacher to liaise with Wandsworth regarding transport and safety for HH pupils.</p>	M		L
	<ul style="list-style-type: none"> <li>Staff and pupils with greater susceptibility (Shielded - clinically extremely vulnerable pupils and staff - underlying medical conditions - pregnancy - age - BAME or other risk category)               <ul style="list-style-type: none"> <li>Greater risk of</li> </ul> </li> </ul>	Premises Staff Pupils Visitors/Contractors	<p>Follow current guidance</p> <p>Continual monitoring for any changes in personal health of any staff working and pupils</p> <p>Monitor changes in guidance (e.g. for protection of BAME background individuals), and adjust strategy/RA as and where necessary.</p>	M	CM	L

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
	contracting Covid-19					
	<p>Suspected or confirmed Covid-19 cases amongst pupils, staff and household</p> <p>-Asymptomatic Covid-19 cases</p> <p>-Display of Covid-19 Symptoms</p> <p>- increased risk of Covid-19 spread</p>	<p>Staff</p> <p>Pupils</p>	<p>Pupils, parents, carers or any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus</p> <p>Staff, parents and pupils to notify immediately the school of suspected and confirmed cases in the family</p> <p>- Staff and pupils who develop recognised covid 19 symptoms, to remain in isolation at home for 7 days and the rest of the household in isolation for 14 days). Follow COVID-19: guidance for households with possible coronavirus infection guidance</p> <p>Staff and pupils who become unwell with a new, continuous cough, a high temperature or a loss or change to sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal in the premises, must be isolated in the 'sick bay' area' and sent home and advised to follow the PHE advice on self-isolation periods. The new "sick bay" is in the MPR room.</p> <p>PPE equipment is stored on a trolley in the MPR room.</p> <p>All pupils to have temperature taken before entering</p>	M	CM	L

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			<p>site and to be sent home if 37.8 degrees or above.</p> <p>Where a pupil or member of staff tests positive school to follow current government guidance e.g., the rest of their class or group should be sent home and advised to self-isolate for 14 days.</p> <p>All staff and pupils who are attending school will have access to a test if they display symptoms of coronavirus, including members of the household</p> <p>Close rooms used for 72 hours and follow current PHE advice of deep clean and disposal of contaminated waste</p> <p>Contact parents and provide general information about sickness etc. and the key next steps such as closure of a class, school or maintaining services open.</p> <p>Initiate home learning resources</p>			
	<ul style="list-style-type: none"> <li>Use of face masks/coverings/PPE</li> <li>- Increased risk of Covid -19 spread</li> </ul>	Staff Pupils	Face masks/visors/gloves/aprons available for staff but not for use by pupils.	M	CM EM	L
	<ul style="list-style-type: none"> <li>Lunchtimes –</li> </ul>	Staff	Staggered lunch times	M	EC	L

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
	<ul style="list-style-type: none"> <li>- Lunch trolleys</li> <li>- Serving trolleys</li> <li>- Kitchen</li> </ul>	Pupils	<p>Trolleys with food brought to nursery for Nursery, Reception and Hilary House pupils only.</p> <p>Pupils spaced out on tables in large hall-only 1 year group bubble of 60 at a time. Seating to be taped off to allow only 6 pupils per table seated diagonally to each other.</p> <p>Cleaning between sittings</p> <p>Kitchen staff to remain in own kitchen 'bubble', where possible.</p> <p>Pupils wash hands at the beginning and end of lunch time. To use sanitiser when entering and leaving the hall.</p>			
	<ul style="list-style-type: none"> <li>• Contact points               <ul style="list-style-type: none"> <li>- designated areas rotated/staggered times</li> <li>- Surface contamination</li> <li>- Increased risk of Covid-19 spread</li> </ul> </li> </ul>	Staff Pupils	<p>No large climbing equipment to be used – taped off. This is to be reviewed half termly. EY equipment cleaned regularly. A Frames can be used.</p> <p>Wipes/gloves/sanitizers made available in all classrooms and office/staffroom.</p> <p>All doors to be propped open</p>	M	MG	L

	<b>Hazard/Risk factors/issue</b>	<b>Area/Who Affected</b> Premises Staff Pupils Visitors/Contactors Curriculum	<b>Action needed</b>	<b>Status of action H/M/L</b>	<b>Risk owner</b>	<b>Residual Risk</b>
			All windows to be open No use of air con, hand driers or fans.			
	<ul style="list-style-type: none"> <li>Transmission of Covid-19 during assemblies</li> </ul>	Staff pupils	All assemblies to adhere to social distancing and social gathering guidance from the government. At this stage, no assembly to take place. Assemblies to take place via Zoom, led by the headteacher from the school office/headteacher's office OR separate individual assemblies with headteacher visiting each class and remain 2 metres apart from all. The next logical step when safety guidance recommends it would be to undertake assemblies in the following order: bubble, phase, whole school then with parent attendance.	M	CM	L
	<ul style="list-style-type: none"> <li>Transmission of Covid-19 during school clubs / lettings.</li> </ul>	Staff Pupils Outside agencies/providers.	Breakfast club to start with up to 35 pupils-seated in year groups-one class per table. Served food at tables-provided with individual packs. See additional Breakfast Club guidance detailing all routines. Clubs and lettings to be asked to provide RA and decision made based on safety checks. Office to remain in close communication.	M	CM	L
<b>Curriculum &amp; Teaching</b>	<ul style="list-style-type: none"> <li>Curriculum – what essentials will be covered</li> <li>- What will be available for pupils who do not</li> </ul>	Staff Pupils	First two days of new term – to focus on rules, routines and classroom management. Week beginning 7 <sup>th</sup> September – Well being week. (Core curriculum each morning) but in the afternoons	L	CM	L

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
SEND	<ul style="list-style-type: none"> <li>- return Possible spread of Covid-19 when they teach different groups</li> </ul>		<p>the 5 areas of well being can be explored using online resources e.g. Twinkl, Mind: Connect Active Mindful Learning Give to others.</p> <p>Focus on balance of wellbeing of pupils – Paths lessons and curriculum. All teachers have met in July and are aware of key skills missed due to lockdown and will address in Autumn term.</p> <p>Use of Up service to support pupils.</p> <p>Core subjects covered – decision on core areas decided by class teacher based on assessment of work pupil have covered during lockdown. Initial assessments in first half term using previous year group summer assessments to inform judgements on curriculum and progress and attainment.</p>			
	<ul style="list-style-type: none"> <li>• PPA</li> </ul>		<p>Planning, Preparation and Assessment time will be fulfilled for all teaching staff and additional NQT time.</p> <p>PPA at home offered once per half term to teachers-to be requested at least 5 days in advance. If there is staff</p>			

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			absence, the home PPA maybe postponed to allow for the safe running of the school.			
	<ul style="list-style-type: none"> <li>Managing the needs of EHCP/vulnerable/IG students</li> </ul>	Staff Pupils	<p>Staff and pupil parents/carers to follow medical advice</p> <p>Use of 1:1 LSA where possible for pupils with EHCP. Reasonable endeavours ceases on 25<sup>th</sup> September.</p> <p>Constant health monitoring and support on hygiene measures for vulnerable pupils.</p> <p>Individual care plans in place when needed - Senco</p> <p>Risk Assessments to be updated for the new term and shared with families.</p> <p>Videos and social stories to be emailed out to families where necessary by Senco.</p> <p>Specialist intervention Plans for specialist staff providing 1:1 support (e.g. as part of an EHCP) as follows:</p> <ul style="list-style-type: none"> <li>Staff wash hands before and after working with a pupil</li> <li>A space is identified for the intervention to take place,</li> </ul>	L	MG	L

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			<p>and set up with two separate desks placed a suitable distance apart</p> <ul style="list-style-type: none"> <li>• All equipment needed for the child is set up in the space before the start of the session</li> <li>• Staff go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom)</li> <li>• The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way</li> <li>• The intervention is provided at a distance</li> <li>• After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil</li> </ul> <p>Staff providing specialist interventions may work across year groups if necessary. The school will review groups so that each small group receiving support is drawn from one class only; pupils from each class bubble will be allocated intervention time for either a morning or an afternoon session. Interventions will take place in an identified area, where the member of support staff will maintain a distance from the pupils. Pupils will bring all equipment they require with them to the intervention area. The area will be cleaned in between before pupils</p>			



	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			from another bubble use the area. Staff will wash their hands between each group.			
<b>Extra-curricular provision</b>	<ul style="list-style-type: none"> <li>Groups form more than one bubble attending breakfast club.</li> </ul>		<p>Breakfast and after-school provision, where possible, will resume from the start of the autumn term. This provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</p> <p>Within breakfast club, children within their year groups or bubbles will remain at separate tables. (See additional specific Breakfast Club guidance). Fruity Club to provide detailed risk assessment.</p> <p>During breakfast club, as with physical activity during the school day, contact sports should not take place and no singing.</p> <p>Breakfast club specifics for :</p> <ul style="list-style-type: none"> <li>35 ch max</li> <li>Arrival from 8am at front entrance</li> <li>Parents not to be admitted to the building.</li> <li>Temperature to be checked</li> <li>Children have individual named seats in the hall,</li> </ul>			

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			seated in year group bubbles. <ul style="list-style-type: none"> <li>• Use of 35 individual bags of children’s resources</li> <li>• 7 separate year group specific tables to sit at</li> <li>• Breakfast delivered to children at tables-ch stay at tables</li> <li>• Tables and seats wipes down before and after use.</li> <li>• Ch wash hands on arrival-toilets near hall. Cleaned at end of breakfast club</li> <li>• Support staff to help run Breakfast Club 8.00-8.30am.</li> <li>• Support staff to collect year group children 5 mins before the year group start time – to take them to class, hang up coats/bags and wash hands.</li> </ul>			
<b>Wellbeing –staff and pupils</b>	<ul style="list-style-type: none"> <li>• Stress &amp; Anxiety</li> <li>- Pupils unable to concentrate/focus</li> <li>- Mental health concerns</li> </ul>	Staff Pupils Parents	Monitor signs of stress and anxiety for both staff and pupils  Consider pupils and staff mental health and wellbeing and identify additional need for support - share resources to support staff (see above in RA).  Classroom displays adapted and remain minimalised	M	CM MG	L

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			<p>initially so as not to overwhelm and publicise safety and wellbeing in an age appropriate way.</p> <p>Pupils to be sent a video created by new class teacher, prior to returning in Sept, to prepare pupils for the changes.</p> <p>Use of LA support and outside agencies</p> <p>Staff – EAP-see details in this document</p> <p>Inset 2<sup>nd</sup> September focused on running through whole school RA and systems for full re-opening.</p> <p>PPA at home offered once per half term to teachers-to be requested at least 5 days in advance.</p>			
<b>Contingency planning for outbreaks</b>	<ul style="list-style-type: none"> <li>Self isolating pupils</li> <li>Bubble/school/local outbreak – school closure, loss of school time and learning. Impact on future success.</li> </ul>	Pupils Staff	<p>In September audit parents to identify who has internet access, devices and key worker status of parents.</p> <p>Re-instate School Dojo learning platform for bubble/school in the advent of a local lock down or bubble shut down.</p> <p>If teaching and learning is moved online: a weekly welcome to the learning video to be posted by a teacher.</p> <p>Weekly timetable of activities linked to the curriculum</p>			

	Hazard/Risk factors/issue	Area/Who Affected Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			<p>and sequential learning to be posted.  Equivalent to the time spent on the core subjects daily  To use high quality online resources as part of provision  e.g. White Rose Maths, Spelling Shed, Mathletics, and Lexia etc.  Paper printed resources may be provided for individual pupils who are isolating, or those who have no access to online resources.  Differentiated activities both online/paper who are EYFS or SEND  Teachers to upload and give feedback on work.  Teachers to record and upload short teaching videos or upload professional teaching sequences e.g. White Rose, Letters and Sounds to match curriculum and learning.  Teachers to organise a daily point of contact for pupils e.g. 1 hour where teacher online to answer Dojo messages/questions  School to follow up and call home if children are not engaging with home learning.  Staff to upload and respond to queries during school hours and use the “Quiet hours” option to avoid receiving messages and contacts during unsociable hours.  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources">https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources</a></p>			

	Hazard/Risk factors/issue	<b>Area/Who Affected</b> Premises Staff Pupils Visitors/Contactors Curriculum	Action needed	Status of action H/M/L	Risk owner	Residual Risk
			<ul style="list-style-type: none"> <li>• 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 in 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.</li> <li>• 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.</li> </ul>			



**The Federation of Sacred Heart and St Mary's  
Catholic Primary Schools, Battersea**



Este Road, Battersea, London SW11 2TD

Tel: (020) 7223 5611 Or (020) 7228 1816

Email: [admin@sacredheart-battersea.wandsworth.sch.uk](mailto:admin@sacredheart-battersea.wandsworth.sch.uk)

[www.sacredheartschoolbattersea.co.uk](http://www.sacredheartschoolbattersea.co.uk)

Executive Headteacher Mr Brading

Associate Head Mrs Byrne (Sacred Heart)

**INFORMATION FOR ALL PARENTS**

Friday 20<sup>th</sup> July 2020

Dear Parents/Carers,

This letter sets out the intended plans for the full re-opening of school to all pupils from September.

The prevalence of coronavirus (COVID-19) has decreased since schools restricted their opening to most pupils in March. The NHS Test and Trace system is up and running and the government has reassured schools that they understand more about the measures that need to be in place to create safer environments in schools. As a result, we have been asked to plan for all children to return from the start of the new academic year.

In order to effectively manage the risks that remain, things will be a bit different when children return to school for the new academic year. This letter sets out some of the changes and protective measures we will continue to have in place and what parents, carers, and children will need to do to help ensure we are as safe as possible for everyone.

The overarching principle schools have been asked to apply is to: **reduce the number of contacts between children and staff. This can be achieved through keeping groups separate (in bubbles) and through maintaining distance between individuals.**

Schools must follow and adopt a set of protective measures that reduce and prevent the risk of infection, whilst still delivering a broad and balanced curriculum.

## **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)

## **RESPONSE TO 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

**STAGGERED START AND FINISH TIMES:** Measures have been in place since June to prevent large numbers of people gathering at the school gates and to keep bubbles apart. We will continue to use the staggered start and finish time approach. There are new times for each year group below, so please read the table carefully. Remember to **socially distance** in lines and **maintain your distance with staff**.

**We ask parents and children NOT to arrive before their allotted time. Parents MUST stand with their child until the temperature reading has been taken.**

<b>Year Group</b>	<b>Start Time</b>	<b>End Time</b>	<b>Gate</b>
<b>Nursery</b>	8.50am	3.15pm	Nursery Gate

<b>Reception</b>	9.05am	3.30pm	Cabul Road
<b>Year 1</b>	8.55am	3.25pm	Cabul Road
<b>Year 2</b>	8.45am	3.20pm	Cabul Road
<b>Year 3</b>	9.00am	3.30pm	The pen/astro turf gate Este Road
<b>Year 4</b>	8.55am	3.30pm	Este Road
<b>Year 5</b>	8.50am	3.25pm	The pen/astro turf gate Este Road
<b>Year 6</b>	8.45am	3.20pm	Este Road
<b>Hilary House</b>	9.00am	3.30pm	Nursery Gate

***Parents will not be permitted to enter the site*** (apart from EYFS pupils at drop off). **Please make sure to say your goodbyes, kisses and hugs in the line whilst waiting. We need to keep lines moving once the gates have been opened.**

***Make sure to collect your child on time*** -prompt collection is even more important with all of these additional processes in place. **At the end of the day children will wait in their bubbles and be dismissed one at a time by class teachers at the nominated gates.**

***If you have more than one child to be collected at different gates please rejoin the line for another gate.*** Only 1 parent should drop off and pick up per family. School staff will be at the gates to support you.

**ATTENDANCE:** School attendance will again be mandatory from the beginning of the new academic year. For parents and carers of children of compulsory school age, this means that the legal duty on you as a parent to send your child to school regularly will apply. Where children are not able to attend school as parents are following clinical and/or public health advice, the absence will not be penalised. If you have concerns or worries regarding attendance, please call the office and a member of SLT will be happy to speak to you and answer any queries.

**TEMPERATURE CHECKS:** ***We will continue to take temperatures of all children before they enter the site each morning and ask parents to remain with them until the reading is given.*** This may help us to detect fever at an early stage, we realise that we cannot solely rely on this, but it is another part of our overall process which may help and give some reassurance. Any child with a temperature above 37.8 will not be admitted and will need to take a Covid 19 test. The result of the test must be given to school before a child can be readmitted.

**UNIFORM:** ***Full school uniform is required from September.*** Children will be having PE lessons outside, so please ensure your child has a PE kit on the appropriate days, and has a pair of navy jogging bottoms for when the weather becomes cooler. This is a reminder that children should only wear one pair of stud earrings to school (no hoops). These must be removed for PE. No other jewellery is allowed. The DFE guidance states that 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 do recommend though that uniform is washed frequently in order to attain the highest levels of hygiene within the school.

**CLASSROOMS:** In line with DFE guidance children will be taught in class and year group bubbles. Children in Years 1-6 will be seated for the autumn term side by side and facing forward. Children will sit in a designated space and not change seats for different subjects. Children in EYFS will be following a free flow, play based curriculum with restrictions in place. To reduce contact, there will be limited numbers of children sat on the carpet with others seated in chairs around or at the back of the carpet area. Whole class teaching sessions will be no longer than 15 minutes and all classrooms will be well ventilated. It will not be possible, nor is it required, to enforce social distancing measures with children in EYFS. This means that children will come into contact with all the children in their class and they are likely to come into contact with all the children in the year group during outside free flow and lunchtimes. Staff will endeavour to maintain a 2 metre distance from each other, and from the children as the adults are statistically at higher risk. Year 1 will adopt a combined EYFS and KS1 approach, due to the age and stage of development of the pupils.

**TRAVEL TO AND FROM SCHOOL:** Where possible, children are encouraged to avoid public transport, particularly at peak times, and to walk or cycle to school. Where your child relies on public transport to get to school or college, and cannot walk or cycle, the [safer travel guidance for passengers](#) will apply.

**FACE COVERINGS AND PPE:** Public Health England does not recommend the use of face coverings in school. However, because of the risk of indoor transmission and some children's inability to social distance we have made PPE available to all staff. Your child's teacher or TA may well wear a visor or mask whilst working with your child. Your child is not required to wear face coverings in school, as it is likely that they will place themselves at greater risk by continually touching the mask during the day. Face coverings are required at all times on public transport (for children **over** the age of 11). If your child has been wearing a face covering before arriving at school, it will be important that they understand how to remove it. Children will wash their hands immediately on arrival at school, dispose of any temporary face coverings they may have been wearing in a bin, or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again.

**SITE SAFETY AND SECURITY:** We will be limiting visitors to the site in the Autumn term. This will be reviewed in line with DFE guidance at half term. Parents will not be permitted to enter the site or school building (apart from Reception parents at drop off and Nursery parents at drop off/collection). Admission tours are postponed and will be reviewed for the second half of the autumn term.

**LEARNING RESOURCES:** For individual and very frequently used equipment, such as pencils and pens, staff and pupils will have their own items that are not shared. Other classroom based resources, such as books and games, can be used and shared within the class bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources with multiple small parts (e.g. Duplo in EYFS) can be used if they are frequently cleaned. In KS1 and KS2 resources that are shared between classes or bubbles, such as sports, art and science equipment will 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. Individual year group bubbles will not share equipment at playtimes.

**SCHOOL LUNCHES:** Edwards and Ward will be resuming a hot lunch service from September. All children in KS1 and KS2 will eat lunch in the hall. Nursery, Reception and Hilary House will use one of the nursery classrooms. The hall and nursery classroom will only be used by one “bubble” at a time, with children sitting in a socially distanced arrangement. All tables and seats will be cleaned between sittings. The lunch break timings will be extended due to one bubble at a time only being able to use the hall. Some children may eat lunch up to half an hour later than usual. We are therefore encouraging children to bring a healthy or fruit snack to eat at playtime. Please avoid sending snacks containing nuts.

**COMMUNICATING WITH SCHOOL/HOME:** *Parents are not being admitted to the site or to the office in the Autumn term. We ask that all enquiries are made to the school office via telephone or email.* If the line is engaged, please leave a message and a member of the office team will get back to you. Help us to keep all children safe by ensuring that we have at least two, but ideally three working contact numbers. If a child becomes unwell or displays Covid symptoms, parents will be telephoned and expected to collect their child immediately.

**RECOVERY CURRICULUM:** The DFE guidance stresses the importance of providing a broad and balanced curriculum. School intends to continue with the normal ambitious and broad curriculum across all subjects from the start of the autumn term. We will make use of existing flexibilities to begin at appropriate starting points for all our children and this may mean that not all subjects are taught every term although as we return to normal working this is our aspiration. Whilst we are confident that many children will quickly ‘bounce back’ after the lockdown, we are aware that there will be some children returning who have experienced bereavements amongst friends or family or who have experienced anxiety or stress during this time. There will be a potential disproportionate effect of the pandemic on some communities and individuals and we will do all that we can to support where appropriate - using our Up Unlocking Potential therapy service and where appropriate signposting to other organisations who might provide support.

**SCHOOL TRIPS, VISITS AND SWIMMING:** There will be no trips or visits during the Autumn term. We will keep this under review. We have not yet received advice regarding swimming lessons.

**ASSEMBLIES:** There will be no large group or whole school assemblies during the autumn term. This will be replaced by a virtual assembly watched by children from their classrooms on interactive white boards. Children will continue to hold daily collective worship in their classrooms. It is unlikely that school masses and nativities will happen later in the autumn term, but we will keep this under review.

**GROUP WORK AND INTERVENTIONS.** Teaching Assistants should work in classrooms wherever possible rather than withdrawing children and if they need to talk with an individual child this should take place outside to avoid the need to walk through spaces allocated to other ‘bubbles’. Children working in learning spaces outside the classroom should take all equipment they require with them to the specific area. The area will be cleaned, before pupils from another bubble use the same area – i.e. a single group using the space in the morning and a single group in the afternoon.

**BREAKFAST AND AFTER SCHOOL CLUBS.** Breakfast Club will run in the autumn term. Children attending Breakfast Club may be brought to the front entrance from 8am by an adult. The adult must wait with their child whilst they have their temperature taken. There is a temporary limit on the number of places available. This will be reviewed regularly. Children may only attend Breakfast Club if they have been offered a confirmed place. Strict routines will be

in place to keep children from different year group bubbles apart, but we cannot guarantee this. Children are likely to mix with a limited number of children outside their 'bubble' and parents should be aware that this will heighten the risk. We have made the decision that this was justifiable given that the alternative is no provision at all for working parents. After School Fruity Club is a separate provision run by Mr Cronin. Please contact Mr Cronin directly for information regarding after school care.

**AFTER SCHOOL CLUBS:** *There will be no before or after school clubs during the Autumn term.* This will be reviewed regularly. This means there will be no orchestra or choir as there are restrictions around large group gatherings, singing and the playing of certain instruments.

**ENHANCED CLEANING REGIMES:** Since some children returned on 2<sup>nd</sup> June school has been subject to enhanced cleaning. We have appointed an additional cleaner to be on site during the day – with particular attention paid to cleaning those surfaces that are frequently touched like door handles. Each classroom has an individual cleaning box. We anticipate these arrangements will stay in place until further notice.

**COATS AND BAGS:** *Children can bring a bag, water bottle, packed lunch, sun hat and a coat to school.* 5 children maximum will be allowed to use cloakroom at any one time supervised by an adult.

**THE IMPORTANCE OF FRESH AIR:** Windows and doors should be left open in most cases even as the weather gets cooler. Children may be allowed to wear coats in class with permission from their class teacher if needed. Where possible teachers may take the opportunity to move some subject teaching or groups outside with the agreement of the Headteacher and still adhering to social distancing measures.

**BEHAVIOUR:** An addendum to our behaviour policy was formulated in June 2020 when the first groups of children returned to school. This remains in place. The policy can be found on the school website. We have had to change some of our expectations around pupils' behaviour and make these clear to all. In these times of heightened risk to our health, it is important that children and staff are aware that unhygienic behaviour is taken very seriously. In addition, and in order to keep ourselves 'safe, healthy and happy' children must be aware of the new requirements:

- Stay at least 1+ metres apart from each other wherever possible (with a common sense approach taken to EYFS pupils)
- Use their own specific equipment (including resources) and not share any of these
- Not share any food, drinks, cups or water bottles;
- Work, eat and play in the designated group, and minimise contact with children from other groups
- Move around school as instructed by our teacher/adult and avoiding other people
- Never cough, sneeze or spit towards another person; catch all coughs and sneezes in a tissue and throw it away (catch it, bin it, kill it), then wash hands
- Wash hands frequently (including whenever we are asked to), with soap and water for 20 seconds (e.g. by singing happy birthday twice) or with hand sanitiser if soap and water are not available

**PLANNING, PREPARATION & ASSESSMENT RELEASE TIME.** The government advice makes it clear that staff members can now work across groups of pupils as they are able to regulate their behaviour and maintain an appropriate, safe distance from pupils. PPA and class cover arrangements may bring additional adults into contact with groups of pupils, this will continue. In these cases, staff will maintain appropriate distance from the children for their own and the children's safety. This means that on occasions other teaching staff are permitted to teach class bubbles. Supply teachers are also permitted to work across groups to allow a broad and balanced curriculum to be taught and maintain the safe running of the school.

**MUSIC:** The DFE guidance says 'Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting'. Therefore we are revising our music curriculum for the autumn term 2020 so that children do not participate in any of these activities. Fortunately the school has many other possibilities for music teaching and Mr K will work with children using these alternatives.

**YEAR 1&2 PHONICS CATCH UP:** Children in Year 1 & 2 in September 2020 will have additional phonics sessions in the autumn term to support catch-up. Some children in Year 3 may also require additional phonics teaching.

**READING BOOKS FOR HOME:** *School reading books will begin to be sent home again during the Autumn term.* Any books borrowed must be 'quarantined' upon return for 48 hours before being used again. This may cause some logistical issues which we would like to explore in more detail. We also have a range of online resources available to support reading. If KS2 children want to bring a book form home to read this will be encouraged. This book cannot be shared with any other pupils. As soon as we have greater clarity on using books in school we will make these changes.

**PUPILS WITH ADDITIONAL NEEDS:** We are aware that for some children with additional needs, returning to school after lockdown may cause additional anxiety or stress. Children with additional needs will be supported by the school to ensure a smooth transition. To ensure a shared understanding of pupils' pastoral needs, staff will share information prior to transition and appropriate plans will be put in place where required. In some cases, children with additional needs may require a risk assessment to be completed. This will be completed with input from the class teacher, child, parent/ carer and the SENDCo or Head Teacher. Staff will continue to be responsive to the needs of individual pupils and additional support will be provided where necessary. Small group or 1:1 support may take a different form in the autumn term so that adults and children remain safe, for example, sitting side by side, staff and pupils working at a greater distance from each other, and working in different parts of the school building. Staff who are in close contact with individual children may wear PPE. Physical contact, such as guiding a child or hand-over-hand support will be kept to a minimum and all staff working with children requiring such support are familiar with the use of preventative hygiene, including regular hand washing. Referrals to external agencies such as Speech and Language, CAMHS and the Educational Psychologists will continue. We will also support families by signposting them to organisations who may be able to provide support during this time.

**CONTINGENCY PLANNING:** Having learned a lot from the initial nationwide lockdown the School is well prepared should further a lockdown be imposed. *In the event of a future lockdown school would revert to an enhanced version of the arrangements which were in place during the nationwide lockdown.* Changes would include: A return to the delivery of home school learning through the online platform Class Dojo and apps such as Spelling Shed, Lexia,

Mathletics and Numbots. A higher expectation is that all our children would log in to the set work and upload completed tasks to individual portfolios. We anticipate a daily contact with class teachers. If children are absent or work set is not forthcoming phone calls would be made home.

Congratulations for reaching the end of the letter. I hope it has answered many of the queries or concerns you may have had. Thank you for your continued support of our school. It is very much appreciated. We hope that you have a safe and restful break. We look forward to seeing you all in September.

Mr Brading

Executive Headteacher

Mrs Byrne

Associate Headteacher



**The Federation of Sacred Heart and St Mary's  
Catholic Primary Schools, Battersea**

Este Road, Battersea, London SW11 2TD

Tel: (020) 7223 5611

Email: [admin@sacredheart-battersea.wandsworth.sch.uk](mailto:admin@sacredheart-battersea.wandsworth.sch.uk)  
[www.sacredheartschoolbattersea.co.uk](http://www.sacredheartschoolbattersea.co.uk)

Executive Headteacher Mr. Jared Brading  
Associate Head Mrs. Nicola Byrne (Sacred Heart)



## **BREAKFAST CLUB ROUTINES SEPTEMBER 2020**

This document should be read and followed alongside the school risk assessment and staff guide for full re-opening from September.

All procedures must be followed to minimise risk of infection.

### **System of controls**

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection'

#### **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)

**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

Entry	<ul style="list-style-type: none"> <li>• Pupils enter through front entrance door.</li> <li>• Staff to wear PPE and take temperatures.</li> <li>• Parent to stay with child until temperature is taken.</li> <li>• Parents to queue on markings – maintaining social distancing guidance.</li> </ul>
Session routines	<ul style="list-style-type: none"> <li>• Children to wash hands upon arrival to breakfast club.</li> <li>• Children to have a named spot to sit at in the hall. (Dining tables should be used, children to sit diagonally from each other).</li> <li>• Children to sit in year group tables where possible.</li> <li>• Same spot every day. To put bags and coats next to them.</li> <li>• Children to have individual activities to complete e.g. colouring, reading, drawing, activity worksheets, IWB screening Cbeebies or CBBC etc.</li> <li>• Computer suites out of bounds.</li> <li>• Ipads may be used if cleaned before and after use.</li> <li>• Go through social stories and rules and routines with pupils regarding covid 19 and social distancing daily in a child appropriate way. Use videos also to reinforce.</li> <li>• Behaviour management and implementation of safety routines will be key.</li> <li>• To have in place routines for going to the toilet.</li> <li>• Have routines in place for escorting children to classrooms in bubbles.</li> <li>• Children of staff can be dropped into Breakfast Club if they have been allocated a place. Their temperature must be taken before entering the hall.</li> </ul>
Breakfast	<ul style="list-style-type: none"> <li>• Breakfast to be prepared in the kitchen and served to pupils at their tables.</li> <li>• Children to wash hands upon entering Breakfast club and after eating.</li> <li>• Staff to wear PPE</li> </ul>

	<ul style="list-style-type: none"> <li>• Industrial dishwasher to be used to clean all dishes.</li> <li>• All tables to be washed before and after each Breakfast Club session.</li> <li>• Breakfast to be served between 8.00-8.25</li> </ul>
Toilet routines	<ul style="list-style-type: none"> <li>• Staff to put in place set times for children to use toilets. Staff to accompany children to toilets. If a child needs to use the facilities outside of scheduled breaks they should be accompanied by an adult.</li> <li>• Staff to monitor toilet breaks.</li> <li>• Staff to wipe down touch points e.g. taps after washing hands</li> </ul>
Prevention	<p>1) Those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>2) clean hands thoroughly more often than usual</p> <p>3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <p>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <p>5) minimise contact between individuals and maintain social distancing wherever possible</p> <p>6) where necessary, wear appropriate personal protective equipment (PPE)</p>
Staffing	<ul style="list-style-type: none"> <li>• All staff to be in position by 7.55am for a daily briefing led by Club Manager and ready to open at 8.00am.</li> <li>• Daily and weekly rota shared with staff – roles allocated to staff.</li> <li>• Additional support staff will be directed to support between 8.00-8.30am</li> </ul>
Miscellaneous	<ul style="list-style-type: none"> <li>• Flat fee of £4 a session for all pupils. There is no sibling discount.</li> <li>• Children of staff can attend for free, but must have completed an application form to monitor numbers.</li> <li>• Temporary cap on numbers being able to attend Breakfast Club as a result of Covid 19 restrictions.</li> <li>• AIRCON MUST NOT BE USED</li> <li>• Windows in hall and doors must be open to allow for maximum ventilation.</li> </ul>