

Lancasterian Primary School

A safe and welcoming learning community where:

- we all aim high;
- everyone is included;
- creativity is valued.



Return to School Plan – March 2021 v5

The information in this plan is organised under the following headings (click on links to go directly to that section):

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KEY: New in this Version Completed In Process Unable to Complete/No Longer Required

- [Appendix iii – Parenthub message to whole school community to inform of confirmed case](#)
- [Appendix iv – Letter which must be attached to appendix iii Parenthub message to whole school community when informing of confirmed case](#)
- [Appendix v – Message to parents/carers \(via ParentHub\) and staff \(via email\) if there is a confirmed case of Coronavirus at The Vale](#)
- [Appendix vi – Risk Assessment Checklist](#)
- [Appendix vii - Parenthub message to parents/carers for a confirmed case contact with details of Wider Remote Education](#)
- [Appendix viii – Cover for shielding TAs in spring 2](#)

Please note: the DfE helpline is available for all queries about coronavirus (COVID-19) relating to education and childcare settings on 0800 046 8687.

A.) Shielding, Isolating & Sickness Monitoring

Action	When	Lead(s)	Resources
<p>1. Ensure that the vast majority of pupils return to school in March. It should be noted that:</p> <ul style="list-style-type: none"> ✓ a small number of pupils will still be unable to attend in line with public health advice because: they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19); or because they are required to quarantine following travel outside the common travel area. ✓ children who are Clinically Extremely Vulnerable can attend school from 1/4/21. ✓ if rates of the disease rise in the local area, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent. ✓ some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in March (usually at their next planned clinical appointment). The Inclusion Manager will discuss these children with their parents. 	Ongoing	SLT	n/a
<p>2. Inform pupils (and their parents or guardians or family member) and staff that have travelled from or through a 'red list' country in the previous 10 days that they must quarantine in a managed quarantine hotel for 10 days. Pupils/staff travelling to England from other, non-red list countries will need to quarantine at their place of residence or other suitable place for 10 days and not attend school.</p>	Ongoing	SLT	n/a
<p>3. Support the return of most staff to school in March. Following the reduction in the prevalence of coronavirus and government guidance concerning the reopening of schools:</p> <ul style="list-style-type: none"> ✓ Staff who are clinically vulnerable can attend school; they must follow the system of controls to minimise the risks of transmission. ✓ Staff who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home. 	Ongoing	All staff	n/a

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<ul style="list-style-type: none"> ✓ Staff who are clinically extremely vulnerable can attend school from 1/4/21. ✓ Specific available guidance for pregnant employees should be followed as part of the workplace pregnancy risk assessment process because pregnant women are considered clinically vulnerable; read more guidance and advice on coronavirus and pregnancy from the Royal College of Gynaecologists (https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/). ✓ The measures put in place outlined in this plan – which follows government guidance – will significantly reduce risk to all, particularly limiting bubbles to classes rather than widening to year groups or beyond. ✓ We do not anticipate that childcare should present a barrier to staff returning to school, since most childcare provisions will be open as usual from March. 			
<p>4. For staff who continue to have concerns about returning to work, including any BAME (Black, Asian and Minority Ethnic) staff who feel more at risk, extra precautions in relation to this are being taken by:</p> <ul style="list-style-type: none"> ✓ ensuring that we engage and communicate with ALL staff, including BAME, with regards to these return to school plans; ✓ ensuring that ALL are aware that they must raise any concerns specific to them/their roles to their line managers for further discussion if these are not covered by this plan and the whole school risk assessment; ✓ carrying out individual risk assessments for any staff where it is agreed that their specific concerns/needs are not covered by this plan and the whole school risk assessment (Haringey have produced an Individual Risk Assessment Template that would be suitable for the purpose of assessing individual staff members' needs); ✓ ensuring that we consider the specific needs relating to staff anxieties in our staff mental health support/well-being activities; ✓ ensuring that BAME voices are heard in decision-making at SLT and school governor level – we have BAME representation in both of those groups. <p>This approach is in line with DfE guidance Restricting attendance during the national lockdown: schools (publishing.service.gov.uk) which states: <i>'If staff are concerned, including those who may be clinically vulnerable or who believe they may be at possible increased risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.'</i></p> <p>This approach is also in line with Haringey's Coronavirus Pandemic HR Information for School Leaders update issued 11/1/21 which features the NJC Circular guidance in relation to Clinically Vulnerable staff that: <i>'If an employee expresses concerns about returning to the workplace it is important that their manager and / or HR ascertains and seeks to address the reason for the concerns and carries out an individual risk assessment. Concerns raised by the</i></p>	Ongoing	All staff	n/a

<p>employee could include, but are not limited to, their BAME background, gender, age, physical or mental health conditions, other caring responsibilities, vulnerable members of the household or practicalities of uncertain childcare arrangements.'</p>			
<p>5. Initial Teacher Training trainees can continue to go into their host school or college on placement. Trainees who go to their placement should be offered coronavirus (COVID-19) testing in the same way other school staff are. They are expected to follow all control measures put in place by host schools.</p>	Ongoing	Julia	n/a
<p>6. Suspected cases and confirmed cases should be managed as follows:</p> <p>Suspected cases:</p> <p>Any child or staff member experiencing any of the following:</p> <ul style="list-style-type: none"> ✓ a new, continuous cough*; or ✓ a high temperature (a temperature of 37.9C or more is usually considered a high temperature); or ✓ a loss of, or change in, their normal sense of taste or smell (anosmia); <p>must remain at home or be sent home immediately, told to get tested, and start a 10 day self-isolation.</p> <p>*A cough is common with a cold, so any staff member or child sent home due to coughing, should have been coughing repeatedly for more than an hour (or had three or more coughing episodes over 24 hours – which are prolonged periods of coughing)</p> <p>Please note:</p> <ul style="list-style-type: none"> • household members, including siblings from the school, should start isolating for 10 days from when the symptomatic person first had symptoms - this is because it can take 10 days for symptoms of the virus to appear (they must follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’); • if the child does have a test and it is negative, the child and household can stop self-isolation and the child can return to school as soon as they feel well and no longer have Coronavirus symptoms; • if a child does <u>not</u> get tested, we still expect them to self-isolate for 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; • the child’s bubble can continue going to school during this time and should only be sent home if there is a positive test result. 	Ongoing	All Staff	n/a

If 5 or more people in the same bubble are off with symptoms, please contact DfE's helpline on 0800 046 8687 (open 8am – 6pm weekdays and 10am – 4pm weekends), selecting the option for reporting a positive case.

Confirmed Cases

If a child or staff member has a confirmed positive Coronavirus test outcome:

- ✓ they should follow the ['stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection'](#) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10 day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal;
- ✓ other members of their household should get tested and, even in the case of a negative outcome, continue self-isolating for the full 10 days - this is because it can take 10 days for symptoms of the virus to appear;
- ✓ if someone has tested positive whilst not experiencing symptoms but develops symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.

Identify contacts using the Risk Assessment Checklist (Appendix vi) and contact tracing questions. Contacts (for primary schools, this will usually be the class and staff consistently in that class) should self-isolate for 10 days and take a PCR test. The 10 day period starts on the last day of exposure (day 0) to the case whilst infectious.

If further advice is needed, you can contact the DfE's helpline on 0800 046 8687 (open 8am – 6pm weekdays and 10am – 4pm weekends).

Additionally, if further advice or clarification is needed, Maria Schmidt (Public Health Commissioner - Children and Young People) can be contacted using the direct contact details previously shared with SLT.

Call Chair of Governors Anne to explain the situation and confirm the action that will be taken (telephone number is available on Integris). If unable to get hold of Anne, proceed as outlined below.

Explain to the bubble staff (first) and children what is happening.

Liaise with class teacher to plan a quick remote education refresher training with PM/CC/JR.

Give the children copies of the Remote Education Guidelines (staff drive\Remote Education) and ask the teachers to explain it to them whilst they await parents (Y2 and above only, Y1 too young to understand).

Liaise with Val to organise distribution of devices to those children that need them. SLT member to cover class to allow Val time to do this before the children go home (recording the allocated devices in Pupil IT Hardware Audit).

Office/SLT to call families to inform them of the situation and ask them to collect their children. Explain that:

- ✓ we have had a confirmed case in their child's class;
- ✓ following Public Health guidelines we have to send the class home to isolate for 10 days since last contact and take a PCR test (give return date) – please come and collect your child asap;
- ✓ the child must stay at home and do the work set, which has been explained to them and instructions will also be forwarded via Parenthub;
- ✓ other household members do not need to isolate or get a test UNLESS the close contact gets a positive test result or someone develops symptoms;
- ✓ we will send further information later in the day via Parenthub.

Send out various Parenthub messages/letters. See:

- ✓ Appendix i – Parenthub message to parents/cares for a confirmed case contact
- ✓ Appendix ii – Letter which must be handed to parents/cares for a confirmed case contact when they collect their children (and sent home via Parenthub)
- ✓ Appendix iii – Parenthub message to whole school community to inform of confirmed case
- ✓ Appendix iv – Letter which must be attached to appendix iii Parenthub message to whole school community when informing of confirmed case
- ✓ Appendix vii – Second Parenthub message to parents/carers for a confirmed case contact with details of Wider Remote Education attached

Please note:

- A test should be booked by staff/children in the bubble and other 'close contacts'.
- Households where children in bubbles are being sent home to self-isolate do not need to start 10 day self-isolation unless that child/staff member gets a positive test result or starts getting symptomatic of COVID.
- The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, they should stay at home and seek medical advice.
- close contact children and staff members can return to school after 10 days if their test result is negative and no symptoms have appeared, or once they have completed their own isolation period if they test positive or have symptoms.

<ul style="list-style-type: none"> 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. Public Health England 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. Further guidance is available on testing and tracing for coronavirus (COVID-19). 			
<p>7. In addition to the above steps, SLT must let the following people know:</p> <ul style="list-style-type: none"> ✓ LPS staff via direct text message ✓ Charlie or Sarah at the Vale (whoever is on site) ✓ Haringey Public Health (PublicHealth@Haringey.gov.uk) informing them how many people are infected, whether they are staff or children and how many staff and children are isolating and from which year group(s) ✓ Haringey Health and Safety (Health.SafetyAdvice@haringey.gov.uk) ✓ the Self Isolation Service Hub on 020 3743 6715 to inform them about any staff identified as a close contact of a positive case who will be self-isolating for 10 days if they will face financial hardship due to loss of income - get staff members' permission first (this will usually only apply to any supply staff if not being paid when absent). Staff asked to self-isolate because they are a close contact or have tested positive themselves, who will lose income as a result of self-isolation and face financial hardship, can then fill in this form (after employers have notified the Self-Isolation Service Hub) https://www.haringey.gov.uk/council-tax-and-benefits/housing-benefit-and-council-tax-reductions/nhs-test-and-trace-self-isolation-support-payment. People not able to do the online form can call Haringey Connected Communities who will support – 0208 489 4431. For more information and eligibility, see https://www.gov.uk/government/publications/test-and-trace-support-payment-scheme-claiming-financial-support/claiming-financial-support-under-the-test-and-trace-support-payment-scheme 	Ongoing	SLT	n/a
<p>8. Eligible parents or guardians of children who have been advised to self-isolate by their education setting (even where they have not been told to self-isolate by NHS Test and Trace) can apply for the Test and Trace Support Payment scheme if they are on a low income, unable to work from home and need to take time off work to care for a child who is self-isolating. Parents and carers do not require an NHS Test and Trace Account ID number in order to claim and schools are not required to register all children asked to self-isolate with NHS Test and Trace in the same way as staff.</p> <p>Schools should provide parents and carers of children advised to self-isolate with the template letter, detailing the child's name and the dates of their isolation period. The parent or guardian will need to use this letter as supporting evidence as part of their application to their local authority for a payment from the Test and Trace Support Payment</p>	Ongoing	SLT	n/a

<p>scheme. Parents whose children are told to self-isolate by their school will not be able to apply for financial support without a letter. This is covered in Appendices ii and iv.</p>			
<p>9. When a vulnerable pupil is required to self-isolate, the Pastoral Care Manager should:</p> <ul style="list-style-type: none"> ✓ notify their social worker (if they have one) ✓ agree with the social worker the best way to maintain contact and offer support ✓ check if the vulnerable pupil is able to access remote education support ✓ support them to access it (as far as possible) ✓ regularly check if they are accessing remote education 	Ongoing	Kamelia	n/a
<p>10. If there are 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, we may have an outbreak and should call the dedicated advice service who will escalate the issue to the local health protection team where necessary and advise if any additional action is required. They can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.</p>	Ongoing	SLT	n/a
<p>11. Report confirmed case(s) amongst staff through RIDDOR if it is reasonable to think that an employee has caught COVID-19 at work and that it was transmitted by another person (pupil or employee). Contact Alexis.Correa@Haringey.gov.uk if unsure whether or not to report.</p>	Ongoing	SLT	n/a
<p>12. Take any child having Coronavirus symptoms to the resource room in the corridor towards the reception classes labelled Suspected Coronavirus Isolation Room (with the window safely open for ventilation). The member of staff dealing with them must use emergency PPE (goggles, face masks, gloves and aprons), which can be found in a labelled box in each classroom and the medical room; the child should stay in that room with the supervising adult standing in the doorway until a parent/carer arrives to collect him/her (using the bathroom next door if necessary). Information on how to put on and take off PPE is found at https://www.youtube.com/watch?reload=9&v=GncQ_ed-9w&feature=youtu.be. Any used PPE should be placed in a double sealed bag and put in a secure and suitable place marked for storage for at least 72 hours before putting it in with normal waste; Sam/John will assist with this. The PPE can also be disposed of once the suspected case, with which the PPE has been used, has been confirmed negative. There is no need to use infectious waste bags.</p> <p>Siblings must also go home until a test confirms whether or not the child has Coronavirus.</p>	Ongoing	All staff	PPE
<p>13. Premises staff should be notified straight away to re-clean affected rooms/surfaces, usually the classroom that child/adult has been in and the Suspected Coronavirus Isolation Room (guidance for cleaning found at https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-</p>	Ongoing	All staff	n/a

<p>decontamination-in-non-healthcare-settings). If a class needs to move due to a suspected infected child having been in there, they can use the playground (if available) or a hall whilst the classroom is quickly cleaned.</p>			
<p>14. 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.</p>	Ongoing	All staff	n/a
<p>15. 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 & Trace.</p>	Ongoing	All staff	n/a
<p>16. Work with staff to ensure that they approach the identification and reporting of symptoms with common sense, calm and integrity, particularly as we head into winter and the usual associated colds, flus, etc. Temperatures must be verified by thermometer (either at home or at school, depending where they first develop).</p> <p>Where staff have non-Coronavirus related symptoms and would have previously continued to come to work (e.g. a cold) they should continue to do so, to minimise impact on children’s learning at a time when cover resources are stretched.</p>	Ongoing	All staff	n/a
<p>17. Staff members and parents/carers must be ready and willing to:</p> <ul style="list-style-type: none"> ✓ book a test if they are displaying symptoms. 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 & 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) <p>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. (All school have been 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.)</p>	Ongoing	All staff and parents/carers	n/a
<p>18. The admin team will continue their system to record staff and children who are staying/going home with symptoms and:</p> <ul style="list-style-type: none"> ✓ follow-up to find out their test result; 	Ongoing	Eoin	n/a

<ul style="list-style-type: none"> ✓ determine when they will be able to return to school; ✓ inform: <ul style="list-style-type: none"> ➤ the SLT ➤ the teacher of an absent child (so that they can organise remote education if necessary) ➤ any other member of staff directly affected 			
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B.) Social Distancing, Personal Hygiene & PPE

Action	When	Lead(s)	Resources
<p>1. Staff should endeavour to socially distance whenever this is possible. It is understood that this is very difficult to maintain with children but social distancing between adults can be managed more easily. Unless we are forced to do the following due to issues relating to children (e.g. having to restrain a child together in an emergency) STAFF MUST NOT:</p> <ul style="list-style-type: none"> ➤ have a face-to-face conversation with another adult within one metre of them for any length of time; ➤ stay within one metre of another adult without face-to-face contact for more than a minute; ➤ stay within two metres of another adult for more than 15 minutes across a day; ➤ have any physical contact with another adult; ➤ visit each other's houses; ➤ travel together in the same car (unless you live together). 	Ongoing	All Staff	n/a
<p>2. All adults and children must:</p> <ul style="list-style-type: none"> • frequently wash/sanitise their hands as follows (with additional help for young children - consider how to encourage young children to learn and practise these habits through games, songs and repetition): <ul style="list-style-type: none"> ➤ on arrival at school (hand sanitizer in lines in playground) ➤ after breaks (hand sanitizer in lines in playground) ➤ before eating (sinks in classrooms) ➤ after eating (hand sanitizer on exit from dining hall) ➤ before going home (hand sanitizer in classrooms) ➤ after sneezing or coughing into their hand, elbow or a tissue (sinks in classrooms) ➤ every time they use the toilet (sinks in toilets) ➤ before and after using PPE (hand sanitizer) ➤ before changing rooms (hand sanitizer) ➤ after contact with a person who is unwell (sink in toilets or classroom) • be encouraged not to touch their mouth, eyes and nose 	Ongoing	All staff	Hand-washing facilities

<ul style="list-style-type: none"> • use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') <p>Staff working with children who spit uncontrollably may want to take more opportunities to wash their hands than other staff. Children who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands. Continue to help children with complex needs to clean their hands properly.</p>			
<p>3. Ensure all classrooms and offices have a consistent supply of alcohol-based hand sanitiser, tissues, hand wash and paper towels. Check all child and adult handwashing facilities in toilets and classrooms to ensure that they are working, well stocked and clean:</p> <ul style="list-style-type: none"> ✓ before school ✓ before break ✓ before lunch ✓ after lunch <p>Staff must inform the site managers if they are running short on supplies.</p>	Ongoing	Sam	Alcohol-based hand sanitiser, tissues, hand wash and paper towels
<p>4. Refresh each class' First Aid box including incident record books and sets of PPE (goggles, face masks, gloves and aprons), to be used by a staff member dealing with suspected symptoms. Once the term has begun, TAs must inform Veronica if they are short of resources.</p> <p>Medical room remains out of use, and first aid must happen within your bubble (in the classroom or playground)</p>	Ongoing	Veronica	PPE, first aid resources and incident record books
<p>5. Following guidance from Public Health England (PHE), the use of PPE for primary school children and staff is not generally recommended as:</p> <ul style="list-style-type: none"> ✓ pupils are mixing in consistent groups; ✓ misuse may inadvertently increase the risk of transmission; and ✓ there may also be negative effects on communication and thus education. <p>However, until further notice staff must wear a face covering in situations where social distancing between adults is not possible, i.e. in indoor communal areas (i.e. any indoor area which is not a classroom or office) apart from the staffroom when sitting at a table and before and after school clubs (although staff can wear face coverings on these occasions too if they wish).</p>	Ongoing	All staff	n/a

<p>These should be provided by the staff members themselves since it is reasonable to assume that people will now have access to face coverings due to their increasing use in wider society (and Public Health England has made available resources on how to make a simple face covering).</p> <p>PPE is only needed in a very small number of additional cases, including:</p> <ul style="list-style-type: none"> ✓ where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school; ✓ where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE routines should continue to be used (see Intimate Care Policy); ✓ a child's individual risk assessment has deemed PPE necessary e.g. for frequent hand holding (NB. Some children 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, and this should be considered in risk assessments in order to support these children and the staff working with them and is not a reason to deny these children a place at the setting); ✓ for the ICT and music PPA teachers who uniquely work across all bubbles, when they are unable to maintain social distancing in the classroom (e.g. to work more closely with a specific child) – this includes a face covering and gloves if touching shared equipment. <p>We will keep this under review, following evolving guidance.</p> <p>When used, the following are advised:</p> <ul style="list-style-type: none"> ✓ wash/sanitise hands before and after handling face mask – every time; ✓ safe storage of them in individual, sealable plastic bags between use; ✓ where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. <p>Children in primary school do not need to wear a face covering.</p> <p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> ✓ cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties; ✓ speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate. <p>Staff should inform their line managers if this applies to them.</p>			
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C.) Premises & Classrooms

KEY: New in this Version Completed In Process Unable to Complete/No Longer Required

Action	When	Lead(s)	Resources
1. Site opening and closing times to return to pre-lockdown arrangements.	Ongoing	Sam	n/a
2. Ensure signage regarding people entering the site, symptoms, social distancing, children in toilets, use of hand sanitiser, etc. remains up to date and fit for purpose. Keep physical measures put in place from autumn term, e.g. markings down corridors, arrows, staffroom layout. Staff must always model and enforce this correct movement around school.	Ongoing	Eoin and all staff	Signage
3. Continue to arrange classrooms as follows: <ul style="list-style-type: none"> ✓ Nursery – classroom plus a cordoned off portion of the EYFS outdoor area; ✓ Reception – classrooms plus a cordoned off portion of the EYFS outdoor area per class; ✓ Year 1 – Year 6 – classrooms plus the KS1/2 playgrounds should also be used as a learning environment where possible. ✓ Once classroom desks have been set up, review each classroom to ensure that conditions are not cramped, removing additional furniture to create more space and adjusting pupil numbers if needed. 	In place ready to go Ongoing	Sam, with Julia advising on division of EYFS playground (remember that parent drop-off/pick up area)	n/a
4. Refresh and reopen library, with classes accessing it on a rota basis with 72 hours between them.	ASAP after 8/3/21	Ciara and Rose	New books
5. Pupils in Y2 – Y6 should sit side by side and facing forwards, rather than face to face or side on. EYFS and Y1 will follow usual seating arrangements; music room should be used with children facing forwards in rows as much as possible (e.g. this won't be possible when using keyboards). Those pupils who have had low levels of engagement during lockdown and may require additional support should be seated nearer to the front.	Ongoing	Teachers	Storage for unused classroom furniture
6. Children in Y1 – Y6 line up when coming into class in the morning and from break times in the order of front row to back row to ease movement into classrooms and avoid children having to pass each other once seated.	Ongoing	Teachers/TAs	n/a
7. All in-class single-bubble equipment and resources – apart from soft resources incl. pillows, teddy bears, etc. – must be returned to class to support learning, bearing in mind the need to leave unnecessary furniture outside the classroom to allow as much space between desks as possible. Additional cleaning measures will enable the use of these resources (see D.).	Ongoing	Teachers/TAs /NNs	n/a
8. Where support staff and external professionals are providing specialist intervention work in rooms outside the classrooms which will be used by other children: <ul style="list-style-type: none"> ✓ staff wash hands before and after working with a pupil/small group; ✓ a space is identified for the intervention to take place; 	Ongoing	Teachers/TAs /NNs	n/a

<ul style="list-style-type: none"> ✓ all equipment needed for the child is set up in the space before the start of the session; ✓ staff go to the child's classroom, standing at the entrance to collect the pupil; ✓ the child follows the staff member to the identified area and returns to class following the intervention in the same way; ✓ the intervention is provided with as much distance between staff/child(ren) as possible; ✓ after the child has returned to class, the member of staff cleans the desk area and wipes down any equipment used. 			
9. Staff should limit the number of adults in the PPA room to 6, in order to be able to keep to a distance.	Ongoing	All staff	n/a
10. Staff should limit the number of adults in the staffroom at one time to 15, in order to be able to keep to a distance of 2m; if there is no place for staff to eat lunch in the staffroom, they should come back later or eat in the classroom where they have been teaching. Reception staff should not use the nursery kitchen as a break area.	Ongoing	All staff	n/a
<p>11. Continue to keep windows open as much as possible and, where safe to do so (bearing in mind fire safety and safeguarding), prop open all doors without 'Fire Door, Keep Shut' signs to limit use of door handles and to aid ventilation (Sam to ensure there are enough door wedges).</p> <p>On cold days, windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space. Class teachers should also allow additional, suitable indoor clothing where necessary and rearrange furniture where possible to avoid direct draughts</p>	Ongoing	All staff	n/a
12. Keep all fans out of rooms and ensure air conditioning units remain off.	Ongoing	Sam	n/a
13. Ensure water fountains remain off.	Ongoing	Sam	n/a
14. Split KS1 and S2 playgrounds with metal fencing: for parent/carer barrier and for dual use playground.	Ongoing	Sam	Fencing panels
15. Lift only to be used for children/staff with disabilities or for moving large items between floors.	Ongoing	All staff	n/a
16. Hand sanitiser stations to be placed by climbing frames/KS1 bells for children to use before and after using equipment. Enclosed areas within climbing frames to be closed off.	Ongoing	Sam	Hand sanitiser stations

D.) Cleaning

Action	When	Lead(s)	Resources
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1. Continue to follow rigorous written cleaning schedule, in line with guidance found at COVID-19: cleaning of non-healthcare settings guidance , with cleaning staff organised to ensure that cleaning is thoroughly carried out between working days. Ensure that this includes the cleaning of: ✓ surfaces that children and young people are touching, such desks, chairs, doors, sinks, toilets, light switches, bannisters at lunch time and at the end of the day, as well as emptying bins for tissues; ✓ all desks, keyboards and mice once per day.	Ongoing	Sam	Cleaning materials
2. Every Friday after school, clean all shared classroom equipment used that week (e.g. Numicon, cubes, shapes, etc.) using chemical steaming equipment; this will help to ensure that these resources are adequately sanitised. Teachers must leave resources in need of chemical steaming inside the classroom by the door by 4:00pm every Friday.	Ongoing	Sam and teachers	Chemical steaming equipment
3. Use additional handheld steamers in nursery, reception classes and Y1 classes; EYFS staff steam resources used at the end of each day.	Ongoing	Sam and EYFS staff	
4. Ensure that children using the ICT suite and music room are instructed by the teachers to wipe down keyboards, mice, other ICT equipment and musical instruments at the end of each session.	Ongoing	Eoin, Sam, Val and Tim	Appropriate wipes
5. Ensure that children using shared PE equipment are instructed by the teachers to wipe it down at the end of each session.	Ongoing	Eoin and Teachers/TAs /NNs	Appropriate wipes
6. Place appropriate wipes next to photocopiers for staff to use before touching equipment.	Ongoing	Sam	Appropriate wipes
7. Ensure that the TA accompanying each class wipes down dining tables at the end of each bubble's sitting, before the next bubble arrives.	Ongoing	John H	Cleaning materials
8. Clean each class' set of KS1/2 playground equipment at the end of each day.	Ongoing	Sam and cleaners	Cleaning materials
9. All staff have a responsibility to report any concerns re adherence to cleaning routines.	Ongoing	All staff	n/a

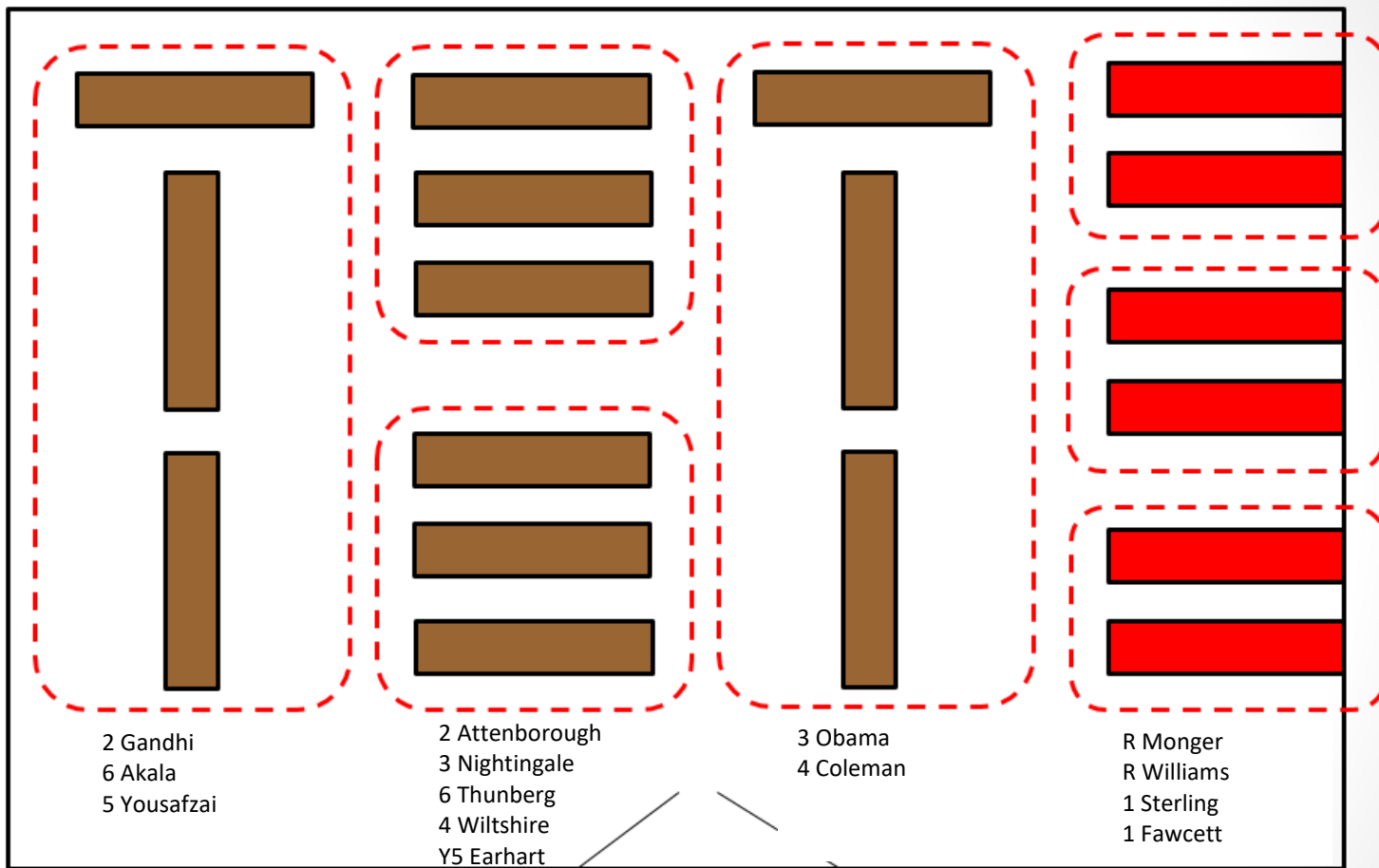
E.) Bubbles & Timetables

Action	When	Lead(s)	Resources
1. Children will remain in the class 'bubbles' (i.e. ≤30 children) throughout the school day; children from different bubbles must not mix.	Ongoing	All staff	n/a

<p>2. As per government guidance, all teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.</p>	Ongoing	All staff	n/a												
<p>3. Where possible, staff 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.</p>	Ongoing	All staff	n/a												
<p>4. To avoid crossover between bubbles, each group will have an allocated area in the dining hall and use of outdoor areas and dining hall will be on a rota as below. At the end of allotted playground times, groups should line up and wait for the next class to be brought sensibly out before being taken it, obviously with staff ensuring the children coming out do not interact with the line waiting to come in.</p> <p>Vale: both playgrounds available for use until 10.30am</p> <p>Morning Break</p> <p>EYFS</p> <ul style="list-style-type: none"> ✓ Use EYFS outdoor area as and when needed <p>KS1/2 Break</p> <ul style="list-style-type: none"> ✓ Playgrounds split into 2 sections; classes in each year group alternate sides week by week. ✓ 15 minute slots, with Y1 also using EYFS outdoor area as and when needed ✓ Each group to have an allocated set of play equipment (footballs, etc.) which they take to and from the playground ✓ KS1/2 climbing frames and KS1 bells to be reopened; climbing frames not be used before or after school ✓ Hand sanitiser stations to be placed by climbing frames and KS1 bells – children to apply before and after using climbing frames/bells ✓ In KS1, Y2 have their morning break before Y1 as Y1 have continuous access to EYFS outdoor area. <table border="1" data-bbox="91 1225 956 1318"> <tr> <td>Y2</td> <td>Y1</td> <td>Y3</td> <td>Y6</td> <td>Y4</td> <td>Y5</td> </tr> <tr> <td>10.45</td> <td>11.00</td> <td>10.30</td> <td>10.45</td> <td>11.00</td> <td>11.15</td> </tr> </table> <p>Lunch</p>	Y2	Y1	Y3	Y6	Y4	Y5	10.45	11.00	10.30	10.45	11.00	11.15	Ongoing	Charlotte and Angela Catering Staff	Play Equipment Packs
Y2	Y1	Y3	Y6	Y4	Y5										
10.45	11.00	10.30	10.45	11.00	11.15										

- ✓ Nursery to eat in the classroom as usual
- ✓ Reception, KS1/2 bubbles to be allocated labelled seating areas in the dining hall
- ✓ Cutlery to be set out for children in advance at their allocated tables or given in trays at hatch (KS1)
- ✓ Children to be sent one bubble at a time to collect food
- ✓ Children in each bubble need to stay together until everyone has finished eating before leaving together with an adult to scrape plates and sanitise hands
- ✓ Ensure year groups leave 5 minutes before next sitting to reduce bubble crossover and give catering staff time to wipe down and set new cutlery

Rec	Y2	Y1	Y3	Y6	Y4	Y5
11.30- 12.00	12.00- 12.30	12.30- 1.00	12.15- 12.45	12.45- 1.15	1.00- 1.30	1.15- 1.45



KS1/2 Lunchtime/Afternoon Play

- ✓ Playgrounds split into 2 sections; classes in each year group alternate sides week by week.
- ✓ 15 minute slots, with Y1 also using EYFS outdoor area as and when needed
- ✓ Each group to have an allocated set of play equipment (footballs, etc.) which they take to and from the playground
- ✓ KS1/2 climbing frames and KS1 bells to be reopened; climbing frames not be used before or after school
- ✓ Hand sanitiser stations to be placed by climbing frames and KS1 bells – children to apply before and after using climbing frames/bells

✓ KS2 Teachers need to ensure that children are given 5 minutes of respite mid-afternoon, e.g. mindfulness, daily mile, brain/sensory break, etc.

✓ KS2 Outdoor play in blue, Classroom play in red

Y2	Y1	Y3	Y6	Y4	Y5
12:30 – 1.00	1.00 – 1.30	12:45 – 1:00	12.30 – 12.45	12.45 – 1.00	12.45 – 1.00
2.15 – 2.30	2.30 – 2.45	1.00 – 1.15	1.15 – 1.30	1.30 – 1.45	1.00 – 1.15

F.) Staffing, Absence Cover & PPA

Action	When	Lead(s)	Resources
1. All staff must wash their hands or use hand sanitiser when moving from one bubble to work in another. For staff walking across bubbles (e.g. SLT morning walkaround, learning walks) they should sanitise or wash their hands at the beginning and end of their journey.	Ongoing	All staff	Hand sanitiser
2. Pre-lockdown expectations for the following to resume: ✓ working hours; ✓ wearing ID badges at all times (please speak to Sam before 5/3/21 if you need one to be made ready for 8/3/21); ✓ signing in and out daily; ✓ checking shared calendar on arrival; ✓ no use of mobile phones around children; ✓ absence reporting procedures, incl. return to work forms.			
3. Continue Friday morning briefings in the KS2 hall to allow social distancing.	Ongoing	Paul	n/a
4. Whole staff INSET days to be carried out in dining hall to allow social distancing.	Ongoing	Julia	n/a
5. Weekly teacher/TA INSET sessions to be carried out in KS2 hall to allow social distancing.	Ongoing	Julia	n/a
6. Re-establish weekly SLT and ML meetings, using extra Y6 classroom.	Ongoing	Paul and Charlotte	n/a

7. Break and lunch duties will be as follows:

Morning Break Duties

EYFS	KS1/2
For Nursery and Reception - Choose break time accordingly around continuous provision	Both adults take break at some time before or after children's playtime, then both adults in playground for playtime in case of first aid issues

Lunch Breaks

Teachers:

- ✓ N: 11.45 – 12.45
- ✓ R: 12.00 – 1.00
- ✓ Y1: 12:30 – 1:30
- ✓ Y2: 12.00 – 1.00
- ✓ Y3: 12:15 – 1.15
- ✓ Y4: 12.45 – 1.45
- ✓ Y5: 12.45 – 1.45
- ✓ Y6: 12.30 – 1.30

Support Staff:

- ✓ Yvonne: 11.45 - 12.45
- ✓ Tina G: 12. 00 – 1.00
- ✓ Caroline: 12.00 – 1.00
- ✓ Daniela: 12.00 – 1.00
- ✓ Margaret: 12.00 – 12.30
- ✓ Mel: 12.00 – 12.30
- ✓ Milena: 12.15 – 12.45
- ✓ Marcia: 12.15 – 12.45
- ✓ Veronica: 12.15 – 12.45
- ✓ Julia G: 12.45 – 1.15
- ✓ Monika: 1.45 – 2.15
- ✓ Carol: 1.00 – 1.30

Ongoing

Angela and Charlotte

n/a

- ✓ Marsha: 1.15 – 1.45
- ✓ Sampson: 1.15 – 1.45
- ✓ Tina B: 1.15 – 1.45
- ✓ Rose: 1.15 – 1.45
- ✓ Tulin: 1.30 – 2.00
- ✓ Martina: 1.30 – 2.00
- ✓ Sibel: 1.45 – 2.15

Lunch Duties (Please note, shielding TAs' lunch duties will be covered as shown below)

EYFS Staff Member	Location and Time	KS1/2 Staff Member	Location and Time
Sarka	11.40 - 1.10 Nursery lunch cover	Margaret	12.30 – 1.30 Y1 Sterling
Latifa	11.40 - 1.10 Nursery lunch cover	Mel	12.30 – 1.30 Y1 Fawcett
Gul	12.00 – 13.15 Support in Reception bubble	Carol	12.00 – 1.00 Y2 Attenborough
Yassoda	12.00 – 13.15 Support in Reception bubble	Maria	12.00 – 1.00 Y2 Gandhi
Milena (Daniela on a Friday)	11.30 – 12.15 with EYFS in lunch and then extra support EYFS outside	Marsha	12.15 – 1.15 Y3 MM
		Tina B Initially supply TA until end spring term	12.00 - 12.15 Dining Hall 12.15 – 1.15 Y3 Nightingale
		Rose	12.15 – 1.15 Y3 Obama
		Marcia	12.45 – 1.45 Y4 Coleman
		Milena (Daniela on a Friday)	12.45 – 1.45 Y4 Wiltshire
		Monika	12.45 – 1.45 Y5 KM

	Sibel (supply TA on Fridays) Initially Pauline until end spring term	12.45 – 1.45 Y5 Earhart			
	Veronica	12.45 – 1.45 Y5 Yousafzai			
	Tulin Initially supply TA until end spring term	12.30 – 1.30 Y6 Akala			
	Martina Initially coach until end spring term	12.30 – 1.30 Y6 Thunberg			
	Pauline	Initially with Earhart class 12:45 – 1:45 until end spring term, then as below 12.00 – 12.30 Dining Hall 12.30 – 1.30 KS1 Playground 1.30 – 1.45 Dining Hall			
	Rassida	Staffroom cleaning duties as usual before/after lunch 12.30 – 1.30 KS1 Playground 1.30 – 1.45 Dining Hall			

		Maria 12.00 – 1.00 With Gandhi Class 1.00 – 1.15 Dining Hall				
		Daxa 12.30 – 12.45 KS2 Playground Door/Toilet Monitor				
Wet Play <ul style="list-style-type: none"> ➤ TA allocated to the bubble supervises the group in their classroom ➤ Lunchtime supervisors – circulate and monitor across classrooms, corridors, toilets, etc. 		Coach From summer term onwards 12.30 – 1.30 KS2 Playground leading games		Ongoing	SLT	Supply cover costs
8. General staff absence will be covered as per the usual routines, however teacher absence has the potential to be particularly disruptive – particularly since both Pupil Premium Focus Teachers will be back in class and the school is operating on a deficit budget – and so the following will apply: <ul style="list-style-type: none"> ✓ teaching assistants/nursery nurses may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies) – this measure will only be used to cover absences of 2 days or less, only where any additional needs of children in the class allow it, and TAs will be able to use these hours against their 40th week hours as per the currently agreement; ✓ SLT will cover classes in the short term where this does not adversely affect their work supporting the wider needs of the school; ✓ supply teachers will be used as allowed by government guidance, but for safety reasons, to best support good behaviour for learning across the school and for budgetary reasons, no more than 2 supply teachers should be covering classes on any one day; ✓ as a last resort, class bubbles may need to be told to stay at home, due to staffing shortages – parents/carers will be made aware that this is a remote possibility from the outset, used only when the above 3 solutions cannot be. 						

9. PPA cover will be provided as usual through the ICT and Music Specialist Teachers. MFL will be delivered by a specialist TA as usual.	Ongoing	Val and Tim	n/a
10. Share this document with all staff WB 22/2/21 with invitation for feedback by 8am on 3/3/21. Any necessary changes can then be incorporated as appropriate.	WB 22/3/21	Paul	n/a
11. Go through main points of this action plan during INSET on 5/3/21; staff will also have time in class before the children's return to implement any classroom changes needed.	5/3/21	SLT	n/a
12. Continue Staff Wellness Working Party to monitor and develop the ongoing work of the school in relation to working during Coronavirus - remembering that both employer and employee have a duty for well-being, it is a shared responsibility.	Ongoing	Paul to initiate, identifying non-SLT lead within staff	n/a

G.) Start/End of Day Routines

Action	When	Lead(s)	Resources															
1. Drop off and collection times and locations to continue as during autumn in EYFS, KS1 and KS2, since current timings and layout of the building means that cross-over of children/parents/carers travelling to and from school is minimal; however, a cordoned off area in EYFS, KS1 and KS2 playgrounds will indicate a barrier which parents must not cross (providing plenty of space for parents so that they can social distance) with children walking between their parents and the teachers unaccompanied but monitored.	Ongoing	Sam	Cordon and cones															
2. Morning gates/adults will be as follows. A teacher or TA from each class must be on the playground waiting for the children to line up from the 'Gate Opening Time' at latest to minimise mixing of children across bubbles before school.	Ongoing	All staff	n/a															
<table border="1"> <thead> <tr> <th>Gates (in order of opening)</th> <th>Gate Opening Time</th> <th>Day Start Time for Children</th> <th>Gate Closing Time</th> <th>Adult Responsible</th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td>8:45am</td> <td>8:45am</td> <td>8:50am</td> <td> <ul style="list-style-type: none"> Nursery staff </td> </tr> <tr> <td>Reception</td> <td>8:45am</td> <td>8:50am</td> <td>8:55am</td> <td> <ul style="list-style-type: none"> Julia Paul will also be present to greet parents/children from 8:45am </td> </tr> </tbody> </table>				Gates (in order of opening)	Gate Opening Time	Day Start Time for Children	Gate Closing Time	Adult Responsible	Nursery	8:45am	8:45am	8:50am	<ul style="list-style-type: none"> Nursery staff 	Reception	8:45am	8:50am	8:55am	<ul style="list-style-type: none"> Julia Paul will also be present to greet parents/children from 8:45am
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Reception	8:45am	8:50am	8:55am	<ul style="list-style-type: none"> Julia Paul will also be present to greet parents/children from 8:45am 														

KS1	8:50am	8:55am	9:00am	<ul style="list-style-type: none"> • Angela • Paul will also be present to greet parents/children from 8:55am 																											
KS2	8:52am	9:00am	9:05am	<ul style="list-style-type: none"> • Charlotte • Gemma • Paul will also be present to greet parents/children from 9:00am 																											
<p>3. Afternoon gates will be as follows:</p> <table border="1"> <thead> <tr> <th>Gates (in order of opening)</th> <th>Gate Opening Time</th> <th>Day End Time for Children</th> <th>Gate Closing Time</th> </tr> </thead> <tbody> <tr> <td>KS2 for Y3 & Y4</td> <td>3:10pm</td> <td>3:15pm</td> <td>3:40pm</td> </tr> <tr> <td>Reception</td> <td>3:15pm</td> <td>3:20pm</td> <td>3:30pm</td> </tr> <tr> <td>KS1</td> <td>3:20pm</td> <td>3:25pm</td> <td>3:35pm</td> </tr> <tr> <td>KS2 for Y5 & Y6</td> <td>3:10pm</td> <td>3:30pm</td> <td>3:40pm</td> </tr> <tr> <td>Nursery</td> <td>3:45pm</td> <td>3:45pm</td> <td>3:55pm</td> </tr> </tbody> </table>					Gates (in order of opening)	Gate Opening Time	Day End Time for Children	Gate Closing Time	KS2 for Y3 & Y4	3:10pm	3:15pm	3:40pm	Reception	3:15pm	3:20pm	3:30pm	KS1	3:20pm	3:25pm	3:35pm	KS2 for Y5 & Y6	3:10pm	3:30pm	3:40pm	Nursery	3:45pm	3:45pm	3:55pm	Ongoing	All staff	n/a
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<p>4. Parents/carers will be requested to wear face coverings at drop off and pick up times. As this is impossible to enforce consistently across so many school entrances, this will be made as a request with frequent reminders rather than mandatory.</p>					From 8/3/21	SLT	n/a																								
<p>5. Any pupils wearing face masks to travel to school must do one of the following on arrival:</p> <ul style="list-style-type: none"> ✓ leave them with their parents/carers; or ✓ dispose of them in a covered bin; or ✓ place reusable face coverings in their own plastic bag they can put on their peg/in their desk; and ✓ use hand sanitizer as part of usual start of school day ritual (in morning line up). 					Ongoing	All staff to monitor and enforce	n/a																								
<p>6. Ensure that each morning in the first week of term and every Monday thereafter, the children are reminded in class using updated PowerPoint and social stories (in a way appropriate to their age):</p> <ul style="list-style-type: none"> ✓ to inform staff if they are feeling unwell ✓ to try not to get too close to each other and adults as much as possible ✓ to stay within their groups and not mix with children from other groups 					Ongoing	Angela and Class Teachers/TAs /NNs	Updated PowerPoint and social stories																								

<ul style="list-style-type: none"> ✓ about the need to wash hands <ul style="list-style-type: none"> ➤ on arrival at school (hand sanitizer in lines in playground) ➤ after breaks (hand sanitizer in lines in playground) ➤ before eating (sinks in classrooms) ➤ after eating (hand sanitizer on exit from dining hall) ➤ before going home (hand sanitizer in classrooms) ➤ after sneezing or coughing into their hand, elbow or a tissue (sinks in classrooms) ➤ every time they use the toilet (sinks in toilets) ➤ before and after using PPE (hand sanitizer) ➤ before changing rooms (hand sanitizer) ➤ after contact with a person who is unwell (sink in toilets or classroom) ✓ not to touch their mouth, eyes and nose ✓ to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') ✓ to stay in their bubbles ✓ to ask before using the toilet (including during playtime) and ensure that there are no more than 3 children in a toilet at one time 			
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H.) Curriculum, Resources & Marking

Action	When	Lead(s)	Resources
<p>1. EYFS Curriculum Recovery Plan</p> <p>Spring 2 - WB 8th March until 19th March (2 weeks)</p> <ul style="list-style-type: none"> ✓ Spring 1/2 catch-up period. EYFS staff will consolidate teaching from the Spring term and use formative assessment to identify gaps in learning. <p>EYFS Curriculum progress meeting: Weds 17th March</p> <ul style="list-style-type: none"> ✓ EYFS staff to plan for the remainder of the Spring term based on the assessment of the needs of the pupils. <p>Spring 2 - WB 22nd March until 1st April (2 weeks)</p> <ul style="list-style-type: none"> ✓ Remainder of Spring 2 catch-up period. EYFS staff teach the remainder of the Spring 2 EYFS curriculum. Key person observations will begin WB 22nd March. 	From 8/3/21	Paul, Charlotte and Julia	TBC

<p><u>EYFS Curriculum progress meeting: Weds 31st March</u></p> <p>✓ EYFS staff to plan for the Summer term based on the assessment of the needs of the pupils.</p> <p><u>Summer 1 & 2 - WB 19th April – 22nd July</u></p> <p>✓ Summer Term Curriculum. EYFS staff teach Summer Term curriculum for their year group with additional support for targeted groups in Reception in PD, CLL, Lit and Maths. EYFS Curriculum progress meeting: Weds 19th May</p>																		
<p>2. <u>KS1/2 Curriculum Recovery Plan.</u></p> <p><u>English</u></p> <p>✓ Children will be taught in ‘chunks’ across the remainder of the academic year:</p> <table border="1" data-bbox="185 547 1552 1031"> <thead> <tr> <th><u>Chunk</u></th> <th><u>Date</u></th> <th><u>Curriculum Content</u></th> </tr> </thead> <tbody> <tr> <td><u>Chunk 1</u></td> <td><u>WB 8th March – 1st April (4 week chunk)</u></td> <td><u>Spring 1/2 catch-up period. Teachers will use formative assessment to identify gaps from the Spring Term curriculum when children were accessing Remote Education and teach accordingly.</u></td> </tr> <tr> <td><u>Chunk 2</u></td> <td><u>WB 19th April – 30th April (2 week chunk)</u></td> <td><u>Remainder of Spring 2 catch-up period. Teachers teach stripped back version of the remaining key learning from Spring 2.</u></td> </tr> <tr> <td><u>Chunk 3</u></td> <td><u>WB 3rd May – 2nd July (8 week chunk)</u></td> <td><u>Summer Term Curriculum. Teachers teach stripped back version of the Summer Term curriculum for their year group.</u></td> </tr> <tr> <td><u>Assessment Week</u></td> <td><u>WB 5th July (1 week)</u></td> <td><u>Children complete Summer Term Assessments. Teachers to input data by 14.7.21</u></td> </tr> </tbody> </table> <p>✓ DHT and English Subject Leader will inform teachers of the key objectives they need to cover during the chunks. This will ensure the most essential curriculum objectives are taught in each stripped back chunk so learning can continue to move forward whilst gaps are being filled.</p> <p><u>Maths</u></p> <p>✓ We will continue to follow White Rose Maths when teaching the maths curriculum. Further guidance on their catch-up provision will follow on 02.03.2021.</p> <p><u>Foundation Subjects</u></p> <p>✓ These will be taught in line with the current term’s curriculum maps. Any gaps in learning will be filled in through the ‘pre’ aspects in the lessons using SOLO Taxonomy which underpins all our teaching.</p>	<u>Chunk</u>	<u>Date</u>	<u>Curriculum Content</u>	<u>Chunk 1</u>	<u>WB 8th March – 1st April (4 week chunk)</u>	<u>Spring 1/2 catch-up period. Teachers will use formative assessment to identify gaps from the Spring Term curriculum when children were accessing Remote Education and teach accordingly.</u>	<u>Chunk 2</u>	<u>WB 19th April – 30th April (2 week chunk)</u>	<u>Remainder of Spring 2 catch-up period. Teachers teach stripped back version of the remaining key learning from Spring 2.</u>	<u>Chunk 3</u>	<u>WB 3rd May – 2nd July (8 week chunk)</u>	<u>Summer Term Curriculum. Teachers teach stripped back version of the Summer Term curriculum for their year group.</u>	<u>Assessment Week</u>	<u>WB 5th July (1 week)</u>	<u>Children complete Summer Term Assessments. Teachers to input data by 14.7.21</u>	From 8/3/21	Paul, Charlotte and Julia	TBC
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<p><u>Other Factors</u></p> <ul style="list-style-type: none"> ✓ We have engaged with the National Tutoring Programme and will be providing tutoring for our Year 2, Year 5 and Year 6 classes to begin with. ✓ TA-led booster interventions will resume as soon as it is logistically possible to do so in terms of TA cover within school. ✓ We have decided not to implement teacher-led booster groups, instead focusing on quality-first teaching within the classrooms. 			
<p>3. Teachers and TAs to refresh classroom resources during March INSET days ensuring that:</p> <ul style="list-style-type: none"> ✓ stationery packs are prepared for each child in Y1 and Y6; ✓ all in-class single-bubble equipment and resources – apart from soft resources incl. pillows, teddy bears, etc. – are returned to class from their storage area. 	5/3/21	Teachers, TAs and Eoin (stationery resources)	Stationery
<p>4. For EYFS and Y1, malleable materials for messy play such as sand, mud and water, can be used where</p> <ul style="list-style-type: none"> ✓ materials can be handled by a consistent bubble of children of and that no one else outside this group can come into contact with it; ✓ the malleable material for messy play (for example playdough/sand/water) can be used and cleaned - including being replaced - in accordance with the manufacturer’s instructions, where applicable. ✓ children wash their hands thoroughly before and after messy play ✓ frequently touched surfaces, equipment, tools and resources for messy play are thoroughly cleaned and dried before they are used by a different group 	From 8/3/21	Julia	Malleables
<p>5. For EYFS parent and child groups, singing can take place as follows:</p> <ul style="list-style-type: none"> • indoors, no more than 6 adults in the room, including the group leader, should sing along with children aged under 5. Singing should be limited to the same 6 adults for the duration of the group session. Good ventilation with fresh air should be maintained throughout the session. • outdoors, organised as 1 group - no more than 6 adults, including the group leader, should sing at any one time along with the children aged under 5. The group is broken up into smaller groups of no more than 6 adults – everyone can sing and the same groups should be maintained for the duration of the session. From 17 May, under Step 3 of the roadmap, where singing is to take place outdoors, multiple groups of 30 attendees can take part. This limit includes children aged under 5, so where the parent and child group has more than a total of 30 attendees of all ages, they should divide into groups of 30 or less and remain in these groups for the duration of the session. 	From 19/5/21	EYFS Staff	n/a

6. Children in Y1 - Y6 should not share stationery, and keep their allocated supplies in pencil cases at their desks; for younger year groups sharing of stationery is unavoidable, but should be limited as much as possible.	Ongoing	Eoin and all teachers/TAs /NNs	Sufficient stationery in each class
7. Children's reading books should be kept on/in their desks.	Ongoing	Teachers	n/a
8. Class teachers/TAs to allow children to choose 2 books per week from their enhanced book corners. These and other assigned books/booklets can be taken home. Once books are no longer needed by the children they must be set aside in an allocated space in the classroom and left untouched until the end of day following Monday, at which point they can be returned to their original place (to ensure that at least 72 hours will have passed since their return).	From 8/3/21	Class Teachers/TAs	n/a
9. Cookery area can be used in the afternoons by one class per day once lunchtimes are over, but equipment must be thoroughly washed after use and all surfaces including staffroom tables must be sprayed and wiped down after use and cleaned again by the premises team before the next working day; please book cookery facilities use in the shared calendar.	Ongoing	Teachers, TAs, NNs and Sam	Sprays and Cloths
10. PE should be timetabled to be taught outside as much as possible, which may involve segregating an area in the playground to avoid crossover with children on the breaks. PE can be taught indoors using halls when it is not possible to use an outdoor area, but only one bubble at a time and following previously mentioned cleaning routines (see Section D, point 5; doors and windows should be open to aid ventilation when using halls for PE. Children should not exercise in the classroom at any time.	Ongoing	Charlotte	n/a
11. From summer 1, the Playpods will be used as follows: <ul style="list-style-type: none"> Two bubbles a week can have access to selected equipment Mon to Thurs, allowing 72 hours before the following week's bubbles use the equipment - meaning there is no need to clean it. We will divide each Playpod into two using material, and label each half with the class names currently using them. Adults must try not to be in the Playpods at the same time as the children when possible but stand at the door and guide the children with tidying up at the end of play. Children will be told use hand sanitiser before and after playing with the equipment. <p><u>KEY STAGE 1</u></p> <ul style="list-style-type: none"> The Y1/2 bubbles in the Playpod side of the playground will access the Playpod. This will alternate as the classes alternate sides of the playground each week. <p><u>KEY STAGE 2</u></p>	From Summer 1	Martina	n/a

<ul style="list-style-type: none"> Since KS2 are only outside for 15 mins per class each lunch, this does not warrant full opening of the Playpod. However, the classes will share the scooters (stored in the Playpod). The KS2 bubbles in the Playpod side of the playground will access the scooter. This will alternate as the classes alternate sides of the playground each week. 4 week rota as follows: <ul style="list-style-type: none"> ✓ Week 1 years 5/6 ✓ Week 2 years 5/6 ✓ Week 3 years 3/4 ✓ Week 4 year 3/4 			
12. Swimming will not resume until further clarification and reassurance is given about protective measures being put into place at pools, and when we are sure that the majority of parents/carers will be willing to send their children.	Ongoing	Charlotte	Swimming and transport costs
13. Assemblies to continue to be carried out in classrooms via Zoom; HT to organise timetable.	Ongoing	Paul	Zoom
14. Children in Y6 can wear trainers and jogging bottoms to school on PE days and do PE in their uniforms without changing as we don't have the facilities for them to change separately. Y6 teachers must talk the children about the need to wear a fresh polo shirt at school the following day.	Ongoing	Y6 Teachers	n/a
15. Resume Feedback and Marking Policy as per pre-lockdown. Teachers/TAs have the option to wear gloves when handing out/collecting/marking children books.	Ongoing	Teachers and Eoin (gloves)	Gloves
16. Singing, chanting and playing wind or brass instruments can only take place where those involved can observe strict 2m social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. In practical terms, this means that in the music room, you could have 4 children singing facing forward at the front of the classroom, 2m from each other, other children and the teacher. In order to engage more children in a class in singing, the teacher would need to move them to a hall and ensure that they are all 2m apart. Singing assemblies will not be possible until further notice.	Ongoing	Tim/All Staff	n/a

I.) Behaviour

Action	When	Lead(s)	Resources
1. Continue to follow updated school behaviour policy to ensure that it operates within the safety measures in place in school.	Ongoing	Kamelia	TBC

J.) Remote Education

Action	When	Lead(s)	Resources
1. See Remote Education Policy for full details. Continue to follow policy for Individual and Wider Remote Education, ensuring eligible pupils are provided with IT support.	Ongoing	Charlotte and Paul	ICT Hardware
2. Ensure all loaned ICT hardware is returned to the school.	From 8/3/21	Valentina	n/a
3. For <u>whole school</u> Wider Remote Education, if the class teacher/TA is unable to speak to a child at home during remote education or they are persistently not engaging in their learning: <ol style="list-style-type: none"> i. class teacher attempts to encourage child to engage through fortnightly calls home; ii. where this does not lead to contact or engagement after 2 weeks of 2 attempted calls per week using all available numbers (i.e. 4 calls in total across 2 weeks), class teacher will escalate the concern to the SLT member on duty; iii. SLT member on duty will attempt to contact the parent/carer ideally within 3 working days of the escalation from the class teacher and, if unable to make contact after 3 attempts, a home visit will be scheduled for the same or the following week iv. where contact is unable to be made by the SLT member even through a home visit, this will be referred to the DSL as a safeguarding issue through CPOMS; v. where contact has been made and a solution agreed with the family, this is fed back to the class teacher and this process restarts at step 1. vi. if this process repeats twice, we will then invite the pupil to come into school under the 'vulnerable' category if there is space available. If not, we will continue to work with parents/carers to support remote education at home. 	During school/ bubble closures	Class teachers/TAs and SLT	N/A
4. For <u>class bubble</u> Wider Remote Education, if the class teacher/TA is unable to speak to a child at home during remote education or they are persistently not engaging in their learning: <ol style="list-style-type: none"> i. class teacher attempts to encourage child to engage through calls home; ii. where this does not lead to contact or engagement after 1 week of 3 attempted calls during the week using all available numbers, class teacher will escalate the concern to the phase leader; iii. The phase leader will attempt to contact the parent/carer ideally within 2 working days of the escalation from the class teacher and, if unable to make contact after 3 attempts, a home visit will be scheduled for the same or week 			

iv. where contact is unable to be made by the SLT member even through a home visit, this will be referred to the DSL as a safeguarding issue through CPOMS;			
v. where contact has been made and a solution agreed with the family, this is fed back to the class teacher and this process restarts at step 1.			

K.) Critical Worker and Vulnerable Children's Provision (during wider school closure)

Action	When	Lead(s)	Resources
1. Initially, group eligible children into following 4 bubbles of 15 children: EYFS, KS1, LKS2, UKS2 (60 children in total).	During wider school closure	Paul & SLT	
2. Assign two members of staff per bubble on a weekly shift rota basis, using as many staff as available to reduce the frequency of shifts as much as possible.	During wider school closure	Paul & SLT	
3. If a bubble fills, children can be placed outside their key stage (in an adjacent key stage) in order to accommodate them; this should be done based on which children would be best suited to be placed in other bubbles, according to their individual needs (e.g. an EHCP child may be better supported in a lower key stage bubble).	During wider school closure	Paul & SLT	
<p>4. Ensure maximum capacity does not exceed five bubbles, if demand rises above the initial four bubbles in place. This would mean a maximum capacity of 5 x 15 children = 75 children on site at any one time. The limit is set at five bubbles as this would mean staff working across three weekly shifts, which is the minimum number of shifts we can sustain whilst still having staff available to provide remote education; i.e. this allows one year group teacher to be on shift whilst their partner provides remote education whilst still ensuring there is spare capacity within the system to cover illness, isolating etc.</p> <p>In order to avoid increasing frequency of staff shifts to open the fifth bubble with only a small number of children in it – and to minimise the risks associated for staff of increasing frequency of shifts – we will adopt a 'transition' approach when the initial four bubbles fill. In the transition approach, we would temporarily increase existing bubble size limits to 18 children (i.e. 3 more than the current size of 15). This would allow us to temporarily continue with four bubbles and staff working across four shifts whilst pupil numbers build. However, as soon as we are no longer able to meet demand with a transition capacity of 18, we would then open the fifth bubble and re-assign children to bubbles of 15 in order to revert to our original plan, i.e. five bubbles with 15 children in each. Our maximum capacity would there remain unchanged throughout, i.e. 75 children on site at any one time.</p>	Ongoing	Paul & SLT	

<p>Whilst we understand that this increases the number of children in classrooms during the transition period, we feel that this is less of a risk than asking staff to come in more frequently and therefore the option we should pursue is the transition approach. DfE guidance states that ‘Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small’, the ‘where possible’ is there of course because some school nationally already have most of their children in school in classes close to 30. Increasing the number of children per class to 18 would mean some children sharing desks, but we know that children do not socially distance throughout the day and are not expected to (e.g. playground, dining hall); the transition approach relates to keeping risk to staff as minimal as possible whilst giving provision to as many children as it is safe to do so.</p>			
<p>5. If demand exceeds maximum capacity, priority will be given to children who fit the following criteria in addition to the broad definitions found at Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk):</p> <p>VULNERABLE</p> <ul style="list-style-type: none"> Whilst the DfE criteria states that this includes those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study), we would need to review this on a case by case basis in the event of over-subscription, taking into account: <ul style="list-style-type: none"> ✓ information known at the school in relation to the families’ needs; ✓ concerns raised by class teachers identified through remote education interaction; ✓ family accommodation; ✓ number of siblings needing to access remote education; ✓ access to devices; and ✓ the mental health of the children and their parents/carers. <p>Where the provision of additional devices by the school will allow children to remote educate at home we will endeavour to supply them. We will also give consideration to how long children have been accessing the provision at school, giving priority to those who are already settled in an established routine of coming to school.</p> <p>For children who are not engaging with remote education at home and where this cannot be resolved through the school providing devices and additional support remotely, school will encourage individuals to attend at point v. of the escalation system below:</p> <ol style="list-style-type: none"> class teacher attempts to encourage child to engage through fortnightly calls home; 	Ongoing	Paul & SLT	

- ii. where this does not lead to contact or engagement after 2 weeks of 2 attempted calls per week using all available numbers (i.e. 4 calls in total across 2 weeks), class teacher will escalate the concern to the SLT member on duty;
- iii. SLT member on duty will attempt to contact the parent/carer ideally within 3 working days of the escalation from the class teacher and, if unable to make contact after 3 attempts, a home visit will be scheduled for the same or the following week
- iv. where contact is unable to be made by the SLT member even through a home visit, this will be referred to the DSL as a safeguarding issue through CPOMS;
- v. where contact has been made and a solution agreed with the family, this is fed back to the class teacher and this process restarts at step 1.
- vi. if this process repeats twice, we will then invite the pupil to come into school under the 'vulnerable' category if there is space available. If not, we will continue to work with parents/carers to support remote education at home.

CRITICAL WORKERS

- Children whose parents are both critical workers and single parent critical workers. As per DfE guidance [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/restricting-attendance-during-the-national-lockdown-schools.pdf): 'Parents and carers who are critical workers should keep their children at home if they can.'

Measures outlined above to set a maximum capacity are in place to support DfE guidance [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/restricting-attendance-during-the-national-lockdown-schools.pdf) which states:

- ✓ 'limiting attendance is about supporting the reduction of the overall number of social contacts in our communities'
- ✓ 'Under the national lockdown, the expectation is that everybody should work from home where possible'
- ✓ 'It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.'

Additionally, on 8 January 2021, in response to pressure, the DfE stated that: "We are aware of reports of schools and colleges having more pupils in attendance this week than during the last period when schools were only open to vulnerable and key worker pupils. The national restrictions mean all children who can stay at home should stay at home."

<p>The SLT will make the final decision re placements in the case of oversubscription.</p>			
<p>6. Nursery provision will be available to families who want their children to attend. All nursery families will be contacted to discuss their child's attendance and places allocated where requested as long as there is pupil capacity within guidelines set out in section K4.</p>	Ongoing	Julia	
<p>7. Staff must follow measures relating to social distancing and hygiene as laid out in this plan. In addition, all adults – both staff and parents/carers – must wear a face covering during drop-off and pick-up time. Parents/carers who fail to adhere to this must be reminded each time and referred to the SLT member on duty if this becomes a persistent issue.</p> <p>As per DfE guidance, it is reasonable to assume that staff will now have access to face coverings due to their increasing use in wider society. However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it, or it having become soiled or unsafe, staff should use school supplies until they are able to resolve this.</p> <p>Remember: safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p>	Ongoing	All staff	
<p>8. Where first aid is needed in a bubble without a first aider, a first aider from another bubble can be called to consult from a distance of at least two metres but the staff in the bubble must physically carry out any first aid. However, if they first aider needs to intervene directly in a serious emergency then this takes priority.</p>	Ongoing	All staff	
<p>9. All children will arrive at and leave school via the KS2 playground since low numbers and large space available enables social distancing. The provision runs 9am – 3:30pm. In order to maximise the chances of keeping all bubbles consistently open for critical worker/vulnerable children, minimise the number of staff on site and keep risk of infection to a minimum, the before and after school clubs will not operate as this would necessitate the mixing of bubbles and have to potential to close multiple bubbles should a child/staff member test positive.</p>	Ongoing	All staff	
<p>10. Ensure that every Monday the children are reminded in class using updated PowerPoint (in a way appropriate to their age):</p> <ul style="list-style-type: none"> ✓ to inform staff if they are feeling unwell ✓ to try not to get too close to each other and adults as much as possible ✓ to stay within their groups and not mix with children from other groups ✓ about the need to wash hands <p>➤ on arrival at school (hand sanitizer in lines in playground)</p>	Ongoing	All staff	Updated PowerPoint

<ul style="list-style-type: none"> ➤ after breaks (hand sanitizer in lines in playground) ➤ before eating (sinks in classrooms) ➤ after eating (hand sanitizer on exit from dining hall) ➤ before going home (hand sanitizer in classrooms) ➤ after sneezing or coughing into their hand, elbow or a tissue (sinks in classrooms) ➤ every time they use the toilet (sinks in toilets) ➤ before and after using PPE (hand sanitizer) ➤ before changing rooms (hand sanitizer) ➤ after contact with a person who is unwell (sink in toilets or classroom) <ul style="list-style-type: none"> ✓ not to touch their mouth, eyes and nose ✓ to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') ✓ to stay in their bubbles ✓ to ask before using the toilet (including during playtime) and ensure that there are no more than 3 children in a toilet at one time 			
<p>11. All staff working on shift will be advised to get a rapid lateral flow COVID-test at one of the new testing sites at 48 Station Road, Wood Green, Alexandra Palace in the Transmitter Tower or Tottenham Community Sports Centre, 701-703 Tottenham High Road (or any other rapid testing centre which may be closer to their home):</p> <ul style="list-style-type: none"> ✓ on the Wednesday before their shift commences - this will then allow time for the to get a standard PCR test should their result come back positive before they are required on shift and give the school time to re-arrange staffing if the PCR test is also positive; ✓ on the Friday ending the shift after the children have been collected – again, this should be followed by a standard PCR test if the result comes back positive. <p>Both the Haringey test centres are walk-in and do not require an appointment. Staff and their households must isolate if the result is positive – they no longer need to then get a standard PCR test result.</p>	Ongoing	All staff	
<p>12. Visitors must only be allowed onto site if their reason for visiting is urgent and if contact cannot be done remotely (e.g. parents/carers with urgent appointments which cannot be carried out remotely, social workers, police, etc.).</p>	Ongoing	Admin Team	n/a

L.) The Vale			
Action	When	Lead(s)	Resources

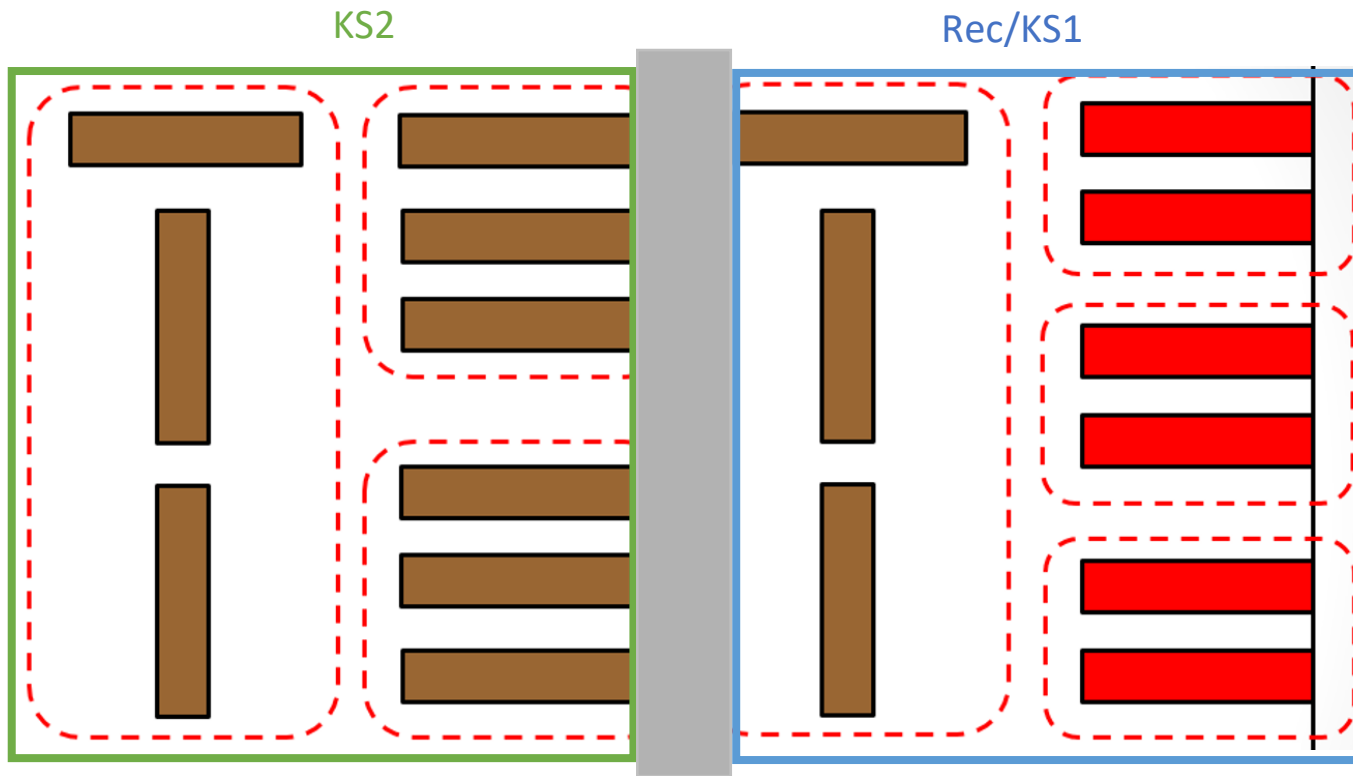
<p>1. The following has been agreed with The Vale:</p> <ul style="list-style-type: none"> ✓ Vale and Lancs children will be kept as separate as possible; ✓ Vale leaders will speak to school transport services to adapt timings to reduce cross-over of Vale/Lancs children; ✓ Vale children will use a cordoned-off sections of the KS2 playground, accessed via the back gate; ✓ Vale children will eat in their own area, with food brought from dining hall; ✓ Vale staff will use their own staffroom. 	TBC	Paul, Sarah, Charlie and Sam	n/a
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M.) Extra-Curricular Provision & Trips

Action	When	Lead(s)	Resources
<p>1. In line with the lockdown exit roadmap, we can resume educational day visits no earlier than 12 April. As a general rule, we will continue to abstain from visits, but they can go ahead if considered vital. Staff should consult with the school business manager in making this decision and make an application via Evolve.</p> <p>Any visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</p> <p>Staff should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues.</p>	From 12 April 2021	Eoin	n/a
<p>2. In line with the roadmap, we can undertake domestic residential education visits, from 17 May.</p> <p>Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time. Staff will need to ensure that the host organisation has adhered to current COVID guidelines for residential trips. https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak (Annex C)</p> <p>We should keep children within their consistent groups (bubbles) for the purpose of the visit.</p>	from 17 May 2021	Eoin	n/a
<p>3. In order to comply with statutory staffing ratios, breakfast and after school clubs will only be open for children from reception year group upwards.</p>	Ongoing	Eoin	n/a

<p>4. Following government guidelines that 'Where it is not possible to group children in the same bubbles as they are in during the school day, you should seek to keep children in consistent groups, as far as possible' children will be grouped as follows:</p> <ul style="list-style-type: none"> - One Rec/KS1 group with a dedicated adult(s) - One KS2 group with a dedicated adult(s) 	Ongoing	Eoin	n/a
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5. When indoors, the Rec/KS1 and KS2 groups will sit in two separate areas as below:



Children in each group must stay within these boundaries when playing and eating. They must not enter the grey area between boundaries as above.

When outdoors in the KS1 playground, the groups will use separate sides of the playground (they can alternate these daily).

When using the ICT suite, one group can use the suite per session, wiping down keyboards, mice and desks using the cleaning materials provided after use.

Ongoing	Eoin	n/a
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6. Dedicated adults should distribute food to children in their groups sat at tables (no going to the hatch).

Ongoing	Eoin	n/a
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7. Each group must use their own set of resources in the dining hall and outside, with no mixing of resources between groups. Every Friday at the end of before and after school sessions, steamable indoor resources must be cleaned with a steam cleaner and outdoor equipment wiped down.

Ongoing	Eoin	Steamer
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N.) Pupil Attendance & Communication with Parents/Carers

Action	When	Lead(s)	Resources
<p>1. The school will need to ensure that parents/carers are clear about:</p> <ul style="list-style-type: none"> ✓ their duty to secure that their child attends regularly at school; ✓ schools' responsibilities to record attendance and follow up absence; ✓ the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct 	Ongoing	Kamelia	Education Welfare Service
<p>2. Where children are unable to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p>	Ongoing	Kamelia	n/a
<p>3. We will address the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes. If parents of pupils with significant risk factors are concerned, we will discuss their concerns, provide reassurance of the measures we are putting in place to reduce the risk in school and work with other services involved (e.g. social services) as appropriate. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</p>	Ongoing	Kamelia and Angela	n/a
<p>4. Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will offer them access to remote education.</p>	Ongoing	Charlotte	n/a
<p>5. Ensure that the relevant details of this plan are shared with parents during the WB 1/3/21.</p>	WB 1/3/21	Paul	n/a
<p>6. Ensure that the school website is updated with information about provision and protective measures in place whenever these measures are changed, including this plan.</p>	Ongoing	Paul	n/a
<p>7. Add weekly newsletter reminder to parents about the necessity to test their child for Coronavirus and report back to school, if advised to do so.</p>	Ongoing	Paul	n/a
<p>8. Where a child routinely attends more than one setting on a part time basis (e.g. goes to a childminder before or after school), we will direct parents and carers to this document on the school website and encourage them to discuss systems of controls with the other setting to address any risks identified to deliver appropriate care for the child.</p>	From 19/5/21	SLT	n/a

O.) Visitors to the School

Action	When	Lead(s)	Resources
1. Visitors must only be allowed onto site if their contact cannot be done remotely (e.g. parents/carers with urgent appointments which cannot be carried out remotely, the WCIT teachers, social workers, police, etc.); parents/carers to be informed about this rule.	Ongoing	Admin Team	n/a
2. During the EYFS settling in period, one parent will be allowed to stay in the EYFS outdoor bubble, with an allocated member of staff, for a short period of time to support with transition. This parent will enter and exit via the EYFS entrances and other pupils will be in the classroom. A record should be kept of all visitors which follows the guidance on maintaining records of staff, customers and visitors to support NHS Test and Trace.	From 8/3/21	Julia	n/a
3. For nursery and reception open evenings in summer term (welcome meetings) these will be conducted one class at a time outside, with parents/carers and children permitted to enter the classroom in groups of no more than 6. Parents/carers will need to follow our systems of control regarding masks, hand-washing, etc.	From 19/5/21	EYFS Team	n/a
4. Lettings can go ahead, but post-letting cleaning must be carried out in line with the measures outlined in this document before children and staff return to school. As part of the letting process, the SBM/Site Team will check that the hirer is aware of COVID guidance/restrictions and applying them to their provision.	From 19/5/21	SBM/Site Team	n/a

P.) First Aid

Action	When	Lead(s)	Resources
<p>1. When administering first aid:</p> <ul style="list-style-type: none"> ✓ if you suspect a serious illness or injury, call 999 immediately – tell the call handler if the patient has any COVID-19 symptoms; ✓ try to assist at a safe distance from the casualty as much as you can and minimise the time you share a breathing zone; ✓ if they are capable, tell the first aid recipient to do things for you, but treating the casualty properly should be your first concern; ✓ after delivering any first aid, ensure you safely discard disposable items and clean reusable ones thoroughly; ✓ wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible. 	Ongoing	Veronica/ First Aiders	PPE

<p>2. If CPR is needed:</p> <ul style="list-style-type: none"> ✓ call 999 immediately – tell the call handler if the patient has any COVID-19 symptoms; ✓ ask for help – tell an adult or able child to call a member of SLT; ✓ before starting CPR, to minimise transmission risk, use a cloth or towel to cover the patient’s mouth and nose, while still permitting breathing to restart following successful resuscitation; ✓ use <ul style="list-style-type: none"> • disposable gloves • eye protection • apron ✓ only deliver CPR by chest compressions – don’t do rescue breaths. 	Ongoing	Veronica/ First Aiders	PPE
<p>3. During provision for key worker and vulnerable children only, where first aid is needed in a bubble without a first aider, a first aider from another bubble can be called to consult from a distance of at least two metres but the staff in the bubble must physically carry out any first aid. However, if the first aider needs to intervene directly in a serious emergency then this takes priority</p>	Ongoing	All staff	

Q.) Testing at Home (during wider school closure)

Action	When	Lead(s)	Resources
<p>1. Share key information about testing outlined in this plan with all staff via email and in staff briefing; ask support staff line managers to ensure that their teams are fully informed. This includes:</p> <ul style="list-style-type: none"> ✓ This section of the Return to School Plan ✓ Any relevant sections of the DfE Staff Letter template ✓ NHS An Introduction to Rapid Self-Testing for COVID-19 Leaflet ✓ The link to the self-testing video https://vimeo.com/488070624/140d228f27 ✓ NHS Covid-19 Self-Test Instruction for Use (IFU) Guide ✓ Testing Privacy Notice ✓ Highlighting that it is not advised that anyone who have previously tested positive with COVID-19 receives an LFD test until 90 days after their positive PCR result. 	By 29/01/21	Paul	Various docs in folder
<p>2. Staff can opt in to test for Coronavirus at home twice weekly using the lateral flow (rapid) tests provided through the school. This is not obligatory, but is recommended to control the spread of virus in the school. Staff opt in by coming in to collect their tests; there is no other formal opting in process.</p>	From 1/2/21	All staff	

<p>Staff still have the option to use the Haringey rapid testing centres outlined in section <u>K. Critical Worker and Vulnerable Children’s Provision (during wider school closure)</u> of the Return to School Plan and are encouraged to do so if they do not opt in to home testing. If they choose to use the Haringey rapid testing centres, they should test on the Wednesday before shift and on the Friday of their shift (immediately after the children have left) as outlined previously.</p>			
<p>3. Tests should be carried out twice a week, 3/4 days apart. Home testing staff should test on Monday mornings (before coming into work, if on shift) and Friday mornings (or after shift by 5pm, if on shift), inform line managers immediately if their result is positive and complete the school’s online test reporting form. This will allow time for alternative staffing arrangements to be made and for contact tracing to be undertaken if necessary.</p> <p>Public health guidance states that measures regarding internal tracing, bubble closures etc. should only start when a PCR test confirms a positive result. However, in order to safeguard and reassure families and staff, the measures outlined in this plan for a positive test result will commence after a positive lateral flow test (since a false positive is relatively unlikely). If the PCR test then comes back negative we can invite affected children/staff back in.</p> <p>If staff receive a positive test result they and their household must isolate and book a confirmatory full PCR test.</p> <p>A negative rapid test result during a 10 day isolation period does not mean that a staff member can return to school; they must complete the isolation period as usual.</p>	From 1/2/21	All staff	
<p>4. Any child or staff member experiencing any of the following:</p> <ul style="list-style-type: none"> ✓ a new, continuous cough; or ✓ a high temperature (a temperature of 37.9C or more is usually considered a high temperature); or ✓ a loss of, or change in, their normal sense of taste or smell (anosmia); <p>should follow the usual guidelines and self-isolate and book a full PCR test EVEN IF they have a negative lateral flow test result.</p>	From 1/2/21	All staff	
<p>5. Staff opting in will be given a box of 7 tests – enough for 3½ weeks of testing. Once staff have collected their initial allocation, they must be responsible for ensuring that they then collect their next batch in the week prior to running out. Tests should be collected as follows:</p> <ul style="list-style-type: none"> ✓ Staff on shift should collect them from the SLT on duty anytime before the end of the week. There is no need for PPE to be worn during this exchange as both staff are interacting in school already, but please observe the usual social distancing measures when collecting/signing for them. 	From 1/2/21	All staff	Test kits

<p>✓ Staff working from home should come into school via the main anytime entrance between 9.30am – 10.00am on Tuesdays and collect from the dining hall breakfast club door, where the SLT on duty will be located. Again, ensure social distancing measures are followed, especially in the unlikely event that a queue forms outside the dining hall. As these staff members will not be on shift together, all must wear a face covering and use hand sanitiser before and after collecting/signing for the tests. The SLT on duty must wipe down surfaces with disinfectant spray at the end of the collection session.</p> <p>When collecting tests staff will be asked to sign a form to indicate whether or not they are happy for the school to share with all staff when they test positive; the purpose of doing this is to enable staff to feel that they are kept informed and so that they are able to assess for themselves if they have been a close contact of that person in the 48 hours period prior to the test. This consent will also apply to the full PCR tests. These forms will also be shared with staff who are not opting into the rapid test school when the school fully re-opens. Staff are not in any way obliged to give consent.</p>			
<p>6. When giving out test kits, the SLT on duty must:</p> <ul style="list-style-type: none"> ✓ adhere to the safety measures outlined above; ✓ give each staff member one box of 7 tests (they can come for their next box in the week before their tests will run out); ✓ hand out the correct 'Instructions for Use' leaflet with each allocation and tell the member of staff to disregard on the one in the box; ✓ ask staff to fill out the consent form to indicate whether or not they are happy for their name to be shared with staff if they test positive; ✓ complete the test kit log found in SLT Hub\Coronavirus\Testing & Tracing and Case Management; ✓ inform Paul if the number of boxes of tests falls below 15, so that he can order more. 	From 1/2/21	SLT on duty	<p>Test kits</p> <p>Instructions for Use leaflets</p> <p>Test kit log</p>
<p>7. When carrying out a test at home, the staff member must:</p> <ul style="list-style-type: none"> ✓ re-test immediately if their test result is unclear or VOID; ✓ inform their SLT line manager of the final outcome via text immediately if this affects them coming into work that day or the next, and complete the school's online reporting form; ✓ report via the form any issues with the test e.g. multiple repeat void tests, unclear results, leaking/damaged tubes etc.; ✓ report the outcome to the NHS using the guidelines provided in the instructions; ✓ isolate with their household and book a confirmatory full PCR test in the event of a positive result; 	From 1/2/21	All staff	

<ul style="list-style-type: none"> ✓ remember: a negative rapid test result during a 10 day isolation period does not mean that a staff member can return to school; they must complete the isolation period as usual. 			
<p>8. SLT must:</p> <ul style="list-style-type: none"> ✓ advise staff what to do in the event of a positive result, i.e. isolate with household and book a PCR test; ✓ respond as per usual practice to any positive test result, including organising staffing and liaising with Paul if contact tracing is required. <p>Due to workload considerations, SLT are <u>not required</u> to chase test results where these are not reported by staff.</p>	From 1/2/21	SLT	Test Results Register
<p>9. In addition, Paul will:</p> <ul style="list-style-type: none"> ✓ send reminders to staff about reporting their results on the allocated testing days; ✓ order more test kits when required; ✓ report any common testing issues or incidents to the DfE helpline as required, e.g. multiple repeat void tests, unclear results, leaking/damaged tubes etc. 	From 1/2/21	Paul	

R.) Testing at Home (during full school opening)

Action	When	Lead(s)	Resources
<p>1. Once full opening is announced, share key information about testing outlined in this plan with all staff via email and in staff briefing; ask support staff line managers to ensure that their teams are fully informed. This includes:</p> <ul style="list-style-type: none"> ✓ This section of the Return to School Plan ✓ Any relevant sections of the DfE Staff Letter template ✓ NHS An Introduction to Rapid Self-Testing for COVID-19 Leaflet ✓ The link to the self-testing video https://vimeo.com/488070624/140d228f27 ✓ NHS Covid-19 Self-Test Instruction for Use (IFU) Guide ✓ Testing Privacy Notice ✓ Highlighting that it is not advised that anyone who have previously tested positive with COVID-19 receives an LFD test <u>until 90 days after their positive PCR result.</u> 	From 8/3/21	Paul	Various docs in folder
<p>2. Staff can opt in to test for Coronavirus at home twice weekly using the lateral flow (rapid) tests provided through the school. This is not obligatory, but is recommended to control the spread of virus in the school. Staff opt in by coming to collect their tests; there is no other formal opting in process.</p>	From 8/3/21	All staff	

<p>Staff still have the option to use the Haringey rapid testing centres outlined in section <u>K. Critical Worker and Vulnerable Children’s Provision (during wider school closure)</u> of the Return to School Plan and are encouraged to do so if they do not opt in to home testing. If they choose to use the Haringey rapid testing centres, they should test on Sunday (sites open 10am – 2pm) and Wednesday after work (sites open 8am – 8pm), and let their line managers know of a positive outcome on Monday morning first thing and Thursday afternoon respectively.</p>			
<p>3. Tests should be carried out twice a week, 3/4 days apart. Home testing staff should test on Monday mornings (before coming into work) and Thursday mornings (before coming into work), inform line managers immediately if their result is positive and complete the school’s online test reporting form. This will allow time for alternative staffing arrangements to be made and for contact tracing to be undertaken if necessary.</p> <p>Public health guidance states that measures regarding internal tracing, bubble closures etc. should only start when a PCR test confirms a positive result. However, in order to safeguard and reassure families and staff, the measures outlined in this plan for a positive PCR test result will commence after a positive lateral flow test (since a false positive is relatively unlikely). If the PCR test then comes back negative we can invite affected children/staff back in.</p> <p>If staff receive a positive test result they and their household must isolate and book a confirmatory full PCR test.</p> <p>A negative rapid test result during a 10 day isolation period does not mean that a staff member can return to school; they must complete the isolation period as usual.</p>	From 8/3/21	All staff	
<p>4. Any child or staff member experiencing any of the following:</p> <ul style="list-style-type: none"> ✓ a new, continuous cough; or ✓ a high temperature (a temperature of 37.9C or more is usually considered a high temperature); or ✓ a loss of, or change in, their normal sense of taste or smell (anosmia); <p>should follow the usual guidelines and self-isolate and book a full PCR test <u>EVEN IF they have a negative lateral flow test result.</u></p>	From 8/3/21	All staff	
<p>5. Staff opting in will be given a box of 7 tests – enough for 3½ weeks of testing. Once staff have collected their initial allocation, they must be responsible for ensuring that they then collect their next batch in the week prior to running out. Tests should be collected from the hatch of the admin office on Wednesdays.</p> <p>When collecting tests staff will be asked to sign a form to indicate whether or not they are happy for the school to share with all staff when they test positive; the purpose of doing this is to enable staff to feel that they are kept informed and so that they are able to assess for themselves if they have been a close contact of that person in the</p>	From 8/3/21	All staff	Test kits

<p>48 hours period prior to the test. This consent will also apply to the full PCR tests. These forms will also be shared with staff who are not opting into the rapid tests. Staff are not in any way obliged to give consent.</p>			
<p>6. When giving out test kits, the admin team must:</p> <ul style="list-style-type: none"> ✓ give each staff member one box of 7 tests (they can come for their next box in the week before their tests will run out); ✓ hand out the correct 'Instructions for Use' leaflet with each allocation and tell the member of staff to disregard on the one in the box; ✓ ask staff to fill out the consent form to indicate whether or not they are happy for their name to be shared with staff if they test positive (if not already done); ✓ complete the test kit log found in SLT Hub\Coronavirus\Testing & Tracing and Case Management; ✓ inform Paul if the number of boxes of tests falls below 15, so that he can order more. 	From 8/3/21	SLT on duty	Test kits Instructions for Use leaflets Test kit log
<p>7. When carrying out a test at home, the staff member must:</p> <ul style="list-style-type: none"> ✓ re-test immediately if their test result is unclear or VOID; ✓ inform their SLT line manager of the final outcome via text immediately if this affects them coming into work that day or the next, and complete the school's online reporting form; ✓ report via the form any issues with the test e.g. multiple repeat void tests, unclear results, leaking/damaged tubes etc.; ✓ report the outcome to the NHS using the guidelines provided in the instructions; ✓ isolate with their household and book a confirmatory full PCR test in the event of a positive result; ✓ remember: a negative rapid test result during a 10 day isolation period does not mean that a staff member can return to school; they must complete the isolation period as usual. 	From 8/3/21	All staff	
<p>8. SLT must:</p> <ul style="list-style-type: none"> ✓ advise staff what to do in the event of a positive result, i.e. isolate with household and book a PCR test; ✓ respond as per usual practice to any positive test result, including organising staffing and liaising with Paul if contact tracing is required. <p>Due to workload considerations, SLT are <u>not required</u> to chase test results where these are not reported by staff.</p>	From 8/3/21	SLT	Test Results Register
<p>9. In addition, Paul will:</p> <ul style="list-style-type: none"> ✓ send reminders to staff about reporting their results on the allocated testing days; ✓ order more test kits when required; 	From 8/3/21	Paul	

✓ report any common testing issues or incidents to the DfE helpline as required, e.g. multiple repeat void tests, unclear results, leaking/damaged tubes etc.			
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S.) Outbreak Management Plan (for managing local outbreaks of COVID-19)

Action	When	Lead(s)	Resources
1. Shielding can only be reintroduced by national government and is currently paused. In the event of a major outbreak or variant of concern that poses a significant risk to individuals on the Shielded Patient List (SPL), ministers can agree to reintroduce shielding. Shielding would be considered in addition to other measures to address the residual risk to people on the SPL, once the wider interventions are taken into account.	TBA	SLT	n/a
2. The school may be advised to limit: <ul style="list-style-type: none"> • residential educational visits • open days • transition or taster days • parental attendance in settings • performances in settings Local authorities, Directors of Public Health and PHE Health Protection Teams may recommend these precautions in one setting, a cluster of settings, or across an entire area	TBA	SLT	n/a
3. Attendance restrictions will only ever be considered as a last resort; if attendance restrictions are advised across an area, the government will publish detailed operational guidance for settings. High-quality remote education will be provided for all pupils or students not attending. If some attendance restrictions are needed, all vulnerable children, children of critical workers, children in reception, year 1 and year 2 will still be allowed to attend. If, by exception, attendance is restricted further, vulnerable children and children of critical workers will still be allowed to attend.	TBA	SLT	n/a
4. For before and after school clubs, if attendance restrictions are needed vulnerable children and young people in school will be allowed to attend if this is normally the case. For all other children, parents and carers should only be allowed to access these provisions for their children in school for a limited set of essential purposes, such as to allow them to go to or seek work, attend a medical appointment, or undertake education and training.	TBA	SLT	n/a

<p>5. The school will provide meal options for all pupils who are in school. Meals will be available free of charge to all infant pupils and pupils who meet the benefits-related free school meals eligibility criteria.</p> <p>We will also offer free school meals support in the form of meals, lunch parcels or vouchers for pupils who are eligible for benefits related free school meals and who are not attending school because they:</p> <ul style="list-style-type: none"> • are self-isolating • have had symptoms or a positive test result themselves • are a close contact of someone who has COVID-19 	TBA	SLT	n/a
<p>6. For educational visits, any attendance restrictions will be reflected in the visits risk assessment and the SLT will consider carefully if the educational visit is still appropriate and safe. Only children who are attending the setting will go on an educational visit.</p>	TBA	SLT	n/a

Appendix i – Parenthub message to bubble parents/cares for a confirmed case contact

Subject: IMPORTANT – Please Collect Your Child From School

Dear Parent/Carer,

We have been advised by Public Health England that there has been a confirmed case of COVID-19 within the school.

We have followed the national guidance and have identified that your child in **[CLASS NAME]** class has been in close contact with the affected person. We have attempted to call parents/carers of all identified children, so please call us back if you have not been able to take our call.

In line with the national guidance we ask that your child now be taken for a PCR test and stay at home and self-isolate until and including **[INSERT DATE]** (10 days after last contact) even if their PCR test is negative. They should return to school on **[INSERT DATE]** unless a positive outcome of their PCR test indicates that they need to isolate for longer.

PLEASE COULD YOU COME TO THE SCHOOL AND COLLECT YOUR CHILD IMMEDIATELY.

Please see attached letter for more information. **[ATTACH APPENDIX II LETTER]**

Further details in relation to Coronavirus symptoms and self-isolation is available at <https://www.nhs.uk/conditions/coronavirus-covid-19/>

KEY: **New in this Version** **Completed** **In Process** **Unable to Complete/No Longer Required**

Appendix ii – Letter which must be handed to parents/cares for a confirmed case contact when they collect their children (or sent home via ParentHub if they have not come into school that day) - also saved in SLT\Coronavirus\Return to School\Bubble Home Letters

Lancasterian Primary School



A safe and welcoming learning community where:

- we all aim high;
- everyone is included;
- creativity is valued.

King's Road, Tottenham, London, N17 8NN

Tel: 020 8808 8088, email: admin@lancs-pri.haringey.sch.uk

Head Teacher: Paul Murphy

Deputy Head Teacher: Charlotte Clinton

[DATE]

Dear Parents/Carers,

We have been informed that a person in the school has tested positive for coronavirus (COVID-19). In line with updated advice, we are taking a precautionary approach and are considering all confirmed cases of COVID-19 as potential existing or new Variants of Concern, for example the variants that originated in India or Kent. These variants are of concern because they are more transmissible than the original strain and may spread to others more easily.

What has the school done?

A full risk assessment has been carried out. We have followed the national public health guidance and have identified that your child has been in close contact with the affected person.

PCR testing is **now required for all identified close contacts** of confirmed COVID-19 cases. In line with the national guidance, your child must now:

- Stay at home and self-isolate for ten full days after the date they were last in contact with the person who tested positive
- Arrange a PCR test as soon as possible (<https://www.gov.uk/get-coronavirus-test>) and
- Inform the school of the result when received.

However, anyone who has received a positive PCR test result in the last 90 days are advised not to retest as results may not be accurate.

Please note, your child still needs to complete their 10-day self-isolation even if their PCR test result is negative. This means your child can stop isolating at 23:59 on [ADD DATE] and return to school on [ADD DATE].

If their PCR test result is positive, they should remain self-isolated for at least 10 full days from the date of the test.

What do you need to do?

- Your child needs to self-isolate for 10 full days. They should not leave your home except in exceptional circumstances, for example for a medical emergency or to avoid a risk of harm.
- They cannot go to school/nursery or public areas. People can become infectious up to 2 days before symptoms begin and they could spread the disease to others if they do not go into self-isolation.
- Your child should try to avoid contact with vulnerable family members as much as possible.
- Other members of your household do not need to self-isolate during the 10 days if your child does not have symptoms and can continue normal activities.

KEY: **New in this Version** **Completed** **In Process** **Unable to Complete/No Longer Required**

What to do if your child develops symptoms of COVID 19 during their self-isolation?

For most people, COVID-19 will be a mild illness. If your child develops symptoms of COVID-19, however mild, they should remain at home for at least 10 days from the day their symptoms started and book a PCR test (regardless of having already taken one during their self-isolation period). All household members must also immediately start 10-day self-isolation and cannot leave the home. The 10-day period starts from the day when the first person in the house showed symptoms of COVID-19.

Please be aware that lateral flow tests (rapid tests) are not appropriate for anyone showing symptoms of COVID-19 – and can also not be used by primary-aged children or younger.

If the test result is negative – your child must continue to self-isolate until the end of the original 10 full days, as they could still develop COVID-19. The rest of the household can stop isolating, unless someone gets new symptoms.

If the test result is positive – your child must self-isolate for 10 full days from when their symptoms started. The rest of the family will also need to self-isolate for 10 full days from when your child's symptoms started.

What to do if your child does not develop symptoms of COVID-19 during the 10 days?

Your child needs to stay at home for the full 10 days because it can take 10 days for symptoms of COVID-19 to develop. If your child does not stay at home, there is a chance that they could pass on COVID-19 to someone else, even if they feel well. Even if they never develop symptoms, they can still be infected and pass the virus on without knowing it.

If your child is well at the end of the 10-day period of self-isolation, they can return to usual activities.

We know that this is a difficult time for families and thank you for your support as we work to keep our school and wider community safe.

Please note:

Eligible parents or guardians of children who have been advised to self-isolate by the school (even where they have not been told to self-isolate by NHS Test and Trace) can apply for the Test and Trace Support Payment scheme if they are on a low income, unable to work from home and need to take time off work to care for a child who is self-isolating. Please visit <https://www.gov.uk/government/publications/test-and-trace-support-payment-scheme-claiming-financial-support/claiming-financial-support-under-the-test-and-trace-support-payment-scheme> for more details.

Yours sincerely



PAUL MURPHY
Headteacher

Appendix iii – Parenthub message to whole school community to inform of confirmed case

SUBJECT: Coronavirus Update

Dear Parents/Carers,

We have been advised by Public Health England that there has been a confirmed case of COVID-19 within the school. Staff and children who have had close contact with the infected person have already been sent home to test and self-isolate.

The school remains open for all other children and staff and – providing your child remains well – they can continue to attend school as normal. We will keep this under constant review.

We are continuing to monitor the situation and are working closely with Public Health England.

Please see attached letter for more information. **[ATTACH APPENDIX IV LETTER]**

Further details in relation to Coronavirus symptoms and self-isolation is available at <https://www.nhs.uk/conditions/coronavirus-covid-19/>

KEY: **New in this Version** **Completed** **In Process** **Unable to Complete/No Longer Required**

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- creativity is valued.

King's Road, Tottenham, London, N17 8NN

Tel: 020 8808 8088, email: admin@lancs-pri.haringey.sch.uk

Head Teacher: Paul Murphy

Deputy Head Teacher: Charlotte Clinton

[DATE]

Dear Parents/Carers,

Case of COVID-19

We have been advised that a person in our school has tested positive for coronavirus.

What has the school done?

We have carried out a full risk assessment and everyone who has been in contact with the person who tested positive has been identified and advised to self-isolate. Your child has NOT been in contact with the positive case according to public health guidelines and can continue to come to school as normal. This letter has been sent out to all families in our setting to let them know of the current situation and provide advice on how to support their child.

What do you need to do?

The school remains open and if your child is well, they can continue to attend as normal. We are continuing to monitor and review the situation.

Do be alert for the symptoms of coronavirus which are:

- **A high temperature**
- **A new continuous cough**
- **A loss of, or change in, normal sense of taste or smell**

See www.nhs.uk/conditions/coronavirus-covid-19/symptoms

If your child develops ANY of the three main symptoms of COVID-19, however mild, they should get tested as soon as possible. Please be reassured that for most people, especially children, coronavirus (COVID-19) will be a mild illness.

We know that this is a difficult time for families and thank you for your support as we work to keep our school and wider community safe.

For more information see next page, and:

www.gov.uk/coronavirus/education-and-childcare

www.nhs.uk/conditions/coronavirus-covid-19/symptoms/ or by phone 111.

KEY: **New in this Version** **Completed** **In Process** **Unable to Complete/No Longer Required**

Please note:

Eligible parents or guardians of children who have been advised to self-isolate by the school (even where they have not been told to self-isolate by NHS Test and Trace) can apply for the Test and Trace Support Payment scheme if they are on a low income, unable to work from home and need to take time off work to care for a child who is self-isolating. Please visit <https://www.gov.uk/government/publications/test-and-trace-support-payment-scheme-claiming-financial-support/claiming-financial-support-under-the-test-and-trace-support-payment-scheme> for more details.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Paul Murphy', with a large loop at the end of the name.

PAUL MURPHY

Headteacher

Appendix v – Message to parents/carers (via ParentHub) and staff (via email) if there is a confirmed case of Coronavirus at The Vale

TO PARENTS/CARERS:

Hi Parents/Carers,

I am messaging to let you know that The Vale Special School, which shares our school site, has had a confirmed case of Coronavirus today.

However, please do not be alarmed! The Vale and Lancasterian Primary are currently operating as two separate sites with no crossover between children and extremely limited crossover between staff. The Vale have followed all the correct procedures as outlined by the Department for Education and Public Health and, as such, risk of transmission is extremely minimal.

Following guidelines, Lancasterian Primary School remains open as usual.

Yours,

Paul Murphy
HEAD TEACHER

TO STAFF:

Hi all,

I am messaging to let you know that The Vale Special School, which shares our school site, has had a confirmed case of Coronavirus today.

However, please do not be alarmed! The Vale and Lancasterian Primary are currently operating as two separate sites with no crossover between children and extremely limited crossover between staff. The Vale have followed all the correct procedures as outlined by the Department for Education and Public Health and, as such, risk of transmission is extremely minimal.

Following guidelines, Lancasterian Primary School remains open as usual.

This message has also gone out to all parents/carers.

Yours,

Paul

Appendix vi – Risk Assessment Checklist

	Information Gathered	Action to Take
Verify with confirmed case		
Check date of symptom onset or date of test if asymptomatic		
Identify dates of attendance at school during infectious period (2 days prior to symptom onset or 2 days prior to test date if asymptomatic, up to the most recent day of attendance)		Advise on the self-isolation period: confirmed case(s) must not attend school for 10 days after the date of onset (or date of test if asymptomatic) and symptoms have resolved. Household members should also self-isolate for 10 days.
If confirmed case did not attend school during the infectious period, then no further action is required with the school.		
Risk Assessment		
<p>Identify exposure areas (only exposures while the case was infectious): Consider class, year group and if a member of any other school groups (e.g. breakfast or after school club, sports or music group).</p>	<p>Class:</p> <p>Year group:</p> <p>Breakfast club or after school club?</p> <p>Music, sports, or other activity?</p> <p>Travel to school?</p>	
<p>Identify contacts (only contacts while the case was infectious): You will need to consider contacts in all of the exposure areas identified above. Contacts may be:</p> <ul style="list-style-type: none"> • Direct contacts: Face to face contact with a case for any length of time, including being coughed on, a face to face conversation, unprotected physical contact (skin to skin). This includes exposure within 1 metre for 1 minute or longer • Proximity contacts: Extended close contact (within 2 metres for more than 15 minutes) with a case • Travel contacts: Anyone who travelled in a small vehicle (car or people-carrier size) with a case 		Advise those identified as contacts to self-isolate for 10 days from date of last contact with the confirmed case. This means that if, for example, the last contact with the case was at any time on the 15th of the month, the isolation period ends at 23:59 hrs on the 25 th
Refer to the appropriate section below		
Early Years and Key Stage 1 (Foundation to Year 2)		
<ul style="list-style-type: none"> • All children who had shared a classroom with the case during their infectious period 		Advise those identified as contacts to self-isolate for

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<ul style="list-style-type: none"> • Children in friendship groups who are known to have had definite direct contact with them during their infectious period. This should be specific identifiable individuals (rather than groups where contact cannot be ruled out) • Staff members who report that they have had contact with the case during their infectious period 		<p>10 days from date of last contact with the confirmed case. This means that if, for example, the last contact with the case was at any time on the 15th of the month, the isolation period ends at 23:59 hrs. on the 25th</p>
Key Stage 2 (Year 3-6)		
<ul style="list-style-type: none"> • If children mix a lot within the classroom then the whole class would usually be defined as contacts • If there is a seating plan for all lessons and it is felt that social distancing has been observed in the classroom then look at seating plans instead. Identify contacts as children who sat within 2 metres of the case during their infectious period • Children in friendship groups who are known to have had definite direct contact with the case during their infectious period • Staff members who report that they have had contact with the case during their infectious period • Any other people who they have had definite face to face contact with at break times or in another group activities? This should be specific identifiable individuals (rather than groups where contact cannot be ruled out) 		<p>Advise those identified as contacts to self-isolate for 10 days from date of last contact with the confirmed case. This means that if, for example, the last contact with the case was at any time on the 15th of the month, the isolation period ends at 23:59 hrs. on the 25th</p>
Key Stage 3, 4, and 5 (Year 7-13)		
<ul style="list-style-type: none"> • The default should NOT be to identify the whole class or bubble as contacts in a secondary setting • Class contacts should be found by using the student timetable to identify classes during the infectious period. Look at seating plans and identify children who sat within 2 metres of the case during their infectious period in school • Children in friendship groups who are known to have had definite direct contact with the case during their infectious period • Staff members who report that they have had contact with the case during their infectious period • Any other people who they have had definite face to face contact with at break times or in other group activities? This should be specific identifiable individuals (rather than whole groups where contact cannot be ruled out) 		<p>Advise those identified as contacts to self-isolate for 10 days from date of last contact with the confirmed case. This means that if, for example, the last contact with the case was at any time on the 15th of the month, the isolation period ends at 23:59 hrs. on the 25th</p>

Appendix vii - Parenthub message to parents/carers for a confirmed case contact with details of Wider Remote Education

SUBJECT: Remote Education Guidelines

Dear Parent/Carer,

Please find attached the guidelines for your child's remote education whilst they are isolating – their remote education will begin [INSERT DAY, e.g. tomorrow] and end [INSERT DATE].

If your child has been allocated a laptop to support them with this then you will have already received this or we will be contacting you to come and collect it [INSERT DAY, e.g. later today]. Laptops have been allocated based on the survey which went out to parents/carers early this year.

Please ensure that your child completes their remote education and do contact the Deputy Head Teacher, Charlotte Clinton, at the school on 020 8808 8088 or admin@lancs-pri.haringey.sch.uk if you require any assistance.

[INSERT WRE GUIDELINES]

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Appendix viii – Cover for shielding TAs in spring 2

Year 6 Akala and Thunberg (cover for Tulin and Martina)

- Supply TA, Araon all morning in Akala to support Daniel and Gabriel and take Akala class to lunch 12.30-1.30pm
- Cover Rob's morning break, Victoria and Rob to arrange a suitable time
- Support in Rob's class in the afternoons 1.30-3.30pm
- Coach to support Rob's class for lunch every day 12.30-1.30pm

Year 5 Earhart (Cover for Sibel)

- Monika to support Ozan, Ali, Allayah and Khaylem and then support Kyrie 1:1 at lunchtime as usual
- Monika to cover Fatma's morning break, Jane and Fatma to agree a suitable time
- Pauline to cover class lunch time 12.45-1.45pm

Year 5 Yousfazi (Cover for Tina B)

- Sampson in class to support Kyrie AM and Margaret to support Kyrie PM
- Veronica to cover the class lunch usual 12.45-1.45pm

Year 2 Gandhi (Cover for Tina B)

- Supply TA Elaine to support Hamoodi AM
- Take Nightingale Yr 3 class to lunch 12.15-1.15pm
- Year 5 Earhart class PM 13.45-3.30pm

Year 3 Obama (Mondays only)

- Supply TA Hamila, to support William AM, Muhammed 1:1 at lunch time and Year 1 Sterling class PM