

### COVID-19 risk assessment – Full re-opening of schools

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| Site / school name:                                   | Earlsmead Primary School   |                     |                                |
| Name(s) of person(s) covered by this assessment:      | <ul style="list-style-type: none"> <li>▪ Students</li> <li>▪ Staff: <ul style="list-style-type: none"> <li>▪ Classroom based staff</li> <li>▪ Catering staff</li> <li>▪ Cleaning staff</li> <li>▪ Office staff</li> <li>▪ Premises / site staff</li> <li>▪ SMSAs</li> </ul> </li> <li>▪ Contractors</li> </ul> |                     |                                |
| Tasks and activities covered by this risk assessment: | <ul style="list-style-type: none"> <li>▪ Full re-opening of schools from September 2020</li> <li>▪ Pick up and drop off from school</li> <li>▪ Cleaning and sanitisation</li> <li>▪ Food provision</li> <li>▪ Potential remote working of some staff and students</li> </ul>                                   |                     |                                |
| Equipment and materials used:                         | <ul style="list-style-type: none"> <li>▪ General class and teaching materials</li> <li>▪ Practical equipment and materials</li> <li>▪ Sports and PE equipment</li> <li>▪ Cleaning materials and equipment</li> </ul>   |                     |                                |
| Location(s) covered by this risk assessment:          | <ul style="list-style-type: none"> <li>▪ All school premises and grounds</li> </ul>  |                     |                                |
| Name of person completing this risk assessment:       | Norma Marshall (Headteacher)   | Date of completion: | 24 <sup>th</sup> February 2021 |
| Risk assessment approved by:                          |  | Date of approval:   |                                |
| Date risk assessment to be reviewed by:               | April 2021   | Risk assessment no: | Version 4:                     |

### Record of risk assessment reviews

| Date of review: | Reviewed by: | Comments / date of next review:   |  |
|-----------------|--------------|---|--|
|                 |              | <ul style="list-style-type: none"> <li>▪ Adults are now asked to wear face covering when entering the premises.</li> <li>▪ QR code displayed</li> <li>▪ Signage updated</li> <li>▪ Ruck sacks no longer allowed</li> <li>▪ Risk assess children who are unable to use alcohol hand gel</li> </ul> |  |

|                 |                           |              |            |                                 |   |
|-----------------|---------------------------|--------------|------------|---------------------------------|---|
| Date of review: | 24 <sup>th</sup> February | Reviewed by: | N Marshall | Comments / date of next review: | <ul style="list-style-type: none"> <li>▪ All adults must wear face covering in and out of the classrooms at all times.</li> <li>▪ Use the staffrooms only if absolutely necessary</li> <li>▪ As a first protocol, you must call the office that you need. If for any reason you need to come to the office, you must stand at the doorway.</li> <li>▪ If you need to go to another class, stand at the door.</li> <li>▪ No visitors are allowed in the building</li> <li>▪ Parents/ Carers who are exempt from wearing a face mask must wear a face shield while on the school premises.</li> </ul> |
|-----------------|---------------------------|--------------|------------|---------------------------------|---|

### System of controls

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

#### Prevention:

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
  2. Clean hands thoroughly more often than usual.
  3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
  4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
  5. Minimise contact between individuals and maintain social distancing wherever possible.
  6. Where necessary, wear appropriate personal protective equipment (PPE).
  7. Staff are asked to complete a LFT twice weekly and record results
- Numbers 1 to 4 must be in place in all schools, all the time.
  - Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.
  - Number 6 applies in specific circumstances.

#### Response to any infection:

8. Engage with the NHS Test and Trace process
  9. Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
  10. Contain any outbreak by following local health protection team advice.
- Numbers 8 to 9 must be followed in every case where they are relevant.

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|------------------------------|---|
| What are the hazards?        | <ul style="list-style-type: none"> <li>Potential for spread of COVID-19 between persons at school showing symptoms of coronavirus or those who are confirmed to have coronavirus.</li> </ul>  |
| Who might be harmed and how? | <ul style="list-style-type: none"> <li>Staff, pupils, contractors, and visitors may catch COVID-19 via direct or indirect contact with carriers whilst on site.</li> <li>Potential for spread to other family members / persons.</li> </ul> |

| Guidance  | Action to be taken  |
|---|---|
| <b>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</b>  |   |
| <b>Measures to stop persons coming into school with coronavirus symptoms</b>  |   |
| <ul style="list-style-type: none"> <li>Ensure that pupils, staff, and other adults do not come into the school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 7 days.</li> <li>Communicate these measures clearly to staff and the school community. Repeat on a regular basis.</li> <li><i>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus.</i></li> </ul>   | <p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 10 days, they are not to attend school. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the autumn term.</p> <p>If an adult becomes unwell, inform the HT before removing themselves from the setting as soon as possible.</p>   |
| <b>Suspected case of coronavirus in school</b>  |   |
| <ul style="list-style-type: none"> <li>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow government guidance. They must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</li> <li>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</li> <li>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and</li> </ul> | <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space (The Palm) where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> |

| Guidance  | Action to be taken  |
|---|---|
| <p>disinfected using standard cleaning products before being used by anyone else.</p> <ul style="list-style-type: none"> <li>▪ PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</li> <li>▪ A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li> <li>▪ Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</li> <li>▪ Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.</li> </ul> | <p>There will also be a designated toilet assigned to children who fall ill (welfare toilet). Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive. Evidence of a negative test result must be presented before returning to school.</p> <p>Whether or not the whole bubble will close is dependent on particular circumstances, rather than waiting for a test result.</p> <p><i>Contact the DfE covid 19 helpline 0800 0468 687</i></p> |
| <p><b>2. Clean hands thoroughly more often than usual.</b></p> <ul style="list-style-type: none"> <li>▪ Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</li> <li>▪ Regular and thorough hand cleaning is going to be needed for the foreseeable future.</li> </ul>   | <p>Adults and children are to wash their hands on the following occasions:</p> <ul style="list-style-type: none"> <li>- Entry to school</li> <li>- Before/after break times</li> <li>- Before lunch</li> <li>- When they change rooms</li> <li>- Before leaving school</li> <li>- Anytime that they visit the toilet or cough/sneeze in to their hands.</li> </ul> <p>Hand sanitisers at appropriate points in school i.e. the reception desk for visitors and staff upon arrival and the photocopying areas for increased hygiene as a 'pinch point' in the school.</p>  |

| Guidance  | Action to be taken  |
|---|---|
|   | <p>Where children are struggling to wash independently, they may receive support (either with soap or sanitiser) assuming the adult supporting is also washing their hands. Children may also use moisturiser supplied from home when required.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.</p>   |
| <b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</b>  |   |
| <ul style="list-style-type: none"> <li>The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.</li> <li>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant.</li> <li>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.</li> </ul> | <p>At the start of the term children will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown in to bins in each classroom and their hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This is not a reason to deny these pupils face-to-face education, however children spitting deliberately will be sent home.</p> <p><i>Risk assessments done for children who cannot use hand gel</i></p> |
| <b>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</b>   |   |
| <b>Enhanced cleaning regime</b>   |   |
| <ul style="list-style-type: none"> <li>An enhanced cleaning regime must be in place that includes more frequent wipe down of high passage area and more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</li> <li><b>Note:</b> By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required.</li> </ul>   | <p>At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles, equipment and frequently touched surfaces. Each class will have their own allotted set of classroom cleaning equipment in a caddy. It will be stored appropriately within the classrooms.</p> <p>Site Supervisor to brief cleaning staff regularly.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day but a toilet pass must be used. Only one child from a class will be allowed at a given time and therefore classes will only</p>   |

| Guidance   | Action to be taken  |
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|  | be allocated with one toilet pass. Staff need to ensure that children wash their hands afterwards. Toilets are to be cleaned hourly on a rota system.   |
| <b>Hazards from using new or different hazardous products</b>  |   |
| <ul style="list-style-type: none"> <li>▪ If any new cleaning, sanitisation, or other products are used then they should be assessed as with any other hazardous substance.</li> </ul>  | COSHH risk assessment   |
| <b>Contaminated waste</b>  |   |
| <ul style="list-style-type: none"> <li>▪ Contaminated or potentially contaminated waste must be dealt properly to reduce the risk of the spread of coronavirus.</li> </ul>   | <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (<a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>).</p> <p>This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of</p>  |
| <b>5. Minimise contact between individuals and maintain social distancing wherever possible.</b>   |   |
| <b>Maintaining groups or bubbles</b>   |   |
| <ul style="list-style-type: none"> <li>▪ Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</li> <li>▪ The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help.</li> <li>▪ Maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</li> <li>▪ Primary schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</li> <li>▪ In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended.</li> </ul> | <p>The purpose of 'bubbles' is to minimise contacts and mixing between people, reducing the transmission of coronavirus. EPS will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.</p> <p>There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.</p> <p>In order for school to offer a curriculum that is best-placed to support 'catch-up' our bubbles will need to be in year groups and KS1 phase. The reasons for this are as follows:</p> <p>All children will be able to be considered for catch-up interventions now that teaching support can work across phases. There would not be enough adults to support individual class bubbles.</p> <p>Our grouping structure is based on phase and year groups and the sharing of resources and equipment to facilitate this. There would not be enough resources to support a broad curriculum if we used individual class bubbles.</p> |

| Guidance   | Action to be taken  |               |             |             |             |           |        |        |            |   |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |
|--|---|---------------|-------------|-------------|-------------|-----------|--------|--------|------------|---|--|--|--|--|--|-------|--|-------------|-------------|-------------|-------------|-------|-------|-------|---------------|------------|------------|-----------|-----------|-----------|------|------|------|------|------|------|
| <ul style="list-style-type: none"><li>▪ In the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</li><li>▪ Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’.</li><li>▪ Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.</li><li>▪ Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.</li><li>▪ When using larger groups, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</li><li>▪ Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</li><li>▪ All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and</li></ul> | <p>We can deploy staff internally to cover PPA/management time within a phase bubble model. If we were in class bubbles, we would need to buy in a supply teacher (no guarantee of bubble integrity therefore a last resort) or continue with the half-day Fridays so that staff can be released accordingly. This would reduce contact time and further restrict the curriculum offer.</p> <table><tr><th></th><th>Reception</th><th>Year 1 &amp; 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td>Soft start</td><td colspan="6">8:30 soft start for all year groups<br/>School officially starts at 8:55</td></tr><tr><td>Break</td><td></td><td>10:30-10:45</td><td>10:30-10:45</td><td>10:30-10:45</td><td>10:50-11:05</td><td>11:10</td></tr><tr><td>Lunch</td><td>11:30</td><td>11:45 - 12:35</td><td>12:10-1:00</td><td>12:10-1:00</td><td>1:00-1:50</td><td>1:00-1:50</td></tr><tr><td>Dismissal</td><td>3:00</td><td>3:05</td><td>3:15</td><td>3:00</td><td>3:05</td><td>3:15</td></tr></table> <p>Within the government guidance, it recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum, however now that we are in phase/year group bubbles, the necessity for this to happen is very unlikely.</p> |               | Reception   | Year 1 & 2  | Year 3      | Year 4    | Year 5 | Year 6 | Soft start | 8:30 soft start for all year groups<br>School officially starts at 8:55 |  |  |  |  |  | Break |  | 10:30-10:45 | 10:30-10:45 | 10:30-10:45 | 10:50-11:05 | 11:10 | Lunch | 11:30 | 11:45 - 12:35 | 12:10-1:00 | 12:10-1:00 | 1:00-1:50 | 1:00-1:50 | Dismissal | 3:00 | 3:05 | 3:15 | 3:00 | 3:05 | 3:15 |
|  | Reception   | Year 1 & 2    | Year 3      | Year 4      | Year 5      | Year 6    |        |        |            |   |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |
| Soft start   | 8:30 soft start for all year groups<br>School officially starts at 8:55   |               |             |             |             |           |        |        |            |   |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |
| Break  |   | 10:30-10:45   | 10:30-10:45 | 10:30-10:45 | 10:50-11:05 | 11:10     |        |        |            |   |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |
| Lunch  | 11:30   | 11:45 - 12:35 | 12:10-1:00  | 12:10-1:00  | 1:00-1:50   | 1:00-1:50 |        |        |            |   |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |
| Dismissal  | 3:00  | 3:05          | 3:15        | 3:00        | 3:05        | 3:15      |        |        |            |   |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |

| Guidance  | Action to be taken   |
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| <p>teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p>   | <p>Wherever possible you must ensure that you maintain 2 metres distance as this will only be a benefit in controlling the virus. Staff must take responsibility in following all precautions to reduce the risk of the virus spreading.</p>   |
| <b>Measures within the classroom</b>  |  |
| <ul style="list-style-type: none"> <li>▪ Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.</li> <li>▪ It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children.</li> <li>▪ 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.</li> <li>▪ For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</li> <li>▪ When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in smaller, class-sized groups.</li> </ul> | <p>Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another.</p> <p>Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible. Adults are strongly advised to wear visors and encouraged to wear clean clothes daily.</p> <p>Classrooms need to be adapted to support distancing where possible. If tables are used, they should face the front and children should sit side-by-side, not facing one another nor side on. Children are to keep their packed lunches under their desks/or pegs. Classrooms will be prepared as such ready for September. All classrooms to be provided with sneeze screens to help keep staff and pupils safe.</p> <p>All soft toys/furnishings to be removed from classrooms. Each class should have 'quarantine boxes' to place shared items in for cleaning at the end of the day. i.e. library books, lego.</p> <p>Teachers' chairs will be covered with protective material that can easily be cleaned after use. Any adults other than the class teacher for a specific class should clean chairs after use. i.e. PPA cover. Chairs in the computing room will be also be covered and will need to be cleaned after use.</p> <p>Work /books still need to be marked. The school is encouraging more purple pen marking and a range of AfL strategies to minimise risk. However, staff is expected to follow the school's marking policy. Staff members are to wash hands before and after marking books. It is strongly advised that exercise books are not to be taken home with staff. However, if there is a need to do this, only books with plastic covering may be taken and cleaned upon return to school.</p> |
| <b>Measures elsewhere</b>   |  |
| <ul style="list-style-type: none"> <li>▪ Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</li> <li>▪ When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or</li> </ul>   | <p>There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to year group and KS1 phase assemblies. Children will be required to distance during these assemblies rather than lining in tight rows. Where possible, efforts will be made to have virtual assemblies through Zoom. Children are not to sing during assembly.</p>   |

| Guidance  | Action to be taken  |               |             |             |             |           |        |        |            |                                     |  |  |  |  |  |  |                                  |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |
|---|---|---------------|-------------|-------------|-------------|-----------|--------|--------|------------|-------------------------------------|--|--|--|--|--|--|----------------------------------|--|--|--|--|--|-------|--|-------------|-------------|-------------|-------------|-------|-------|-------|---------------|------------|------------|-----------|-----------|-----------|------|------|------|------|------|------|
| <p>playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <ul style="list-style-type: none"><li>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</li></ul>  | <p>Use of the staff room should be minimal. The staff room will remain open to adults, however strict social distancing must be in place and where possible, it is advised that adults use the outdoor space. It is important for your own wellbeing that you see colleagues and I encourage this, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms. Acorns to be used as a staffroom for staff in the Coppice building. When and where appropriate, the outdoor space (Saplings playground) should be also be used to further reduce being in close proximity to others.</p> <p>All internal doors to be wedged open, including classroom doors. Staff/children to keep to the left when walking through corridors. (Classroom doors should remain clear in the event of fire) Site Supervisor to ensure all doors are closed at the end of the day.</p>  |               |             |             |             |           |        |        |            |                                     |  |  |  |  |  |  |                                  |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |
| <b>Measures for arriving at and leaving school</b>  |   |               |             |             |             |           |        |        |            |                                     |  |  |  |  |  |  |                                  |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |
| <ul style="list-style-type: none"><li>Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time.</li><li>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li></ul> | <table><tr><th></th><th>Reception</th><th>Years 1 &amp; 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td>Soft start</td><td colspan="6">8:30 soft start for all year groups</td></tr><tr><td></td><td colspan="6">School officially starts at 8:55</td></tr><tr><td>Break</td><td></td><td>10:30-10:45</td><td>10:30-10:45</td><td>10:30-10:45</td><td>10:50-11:05</td><td>11:10</td></tr><tr><td>Lunch</td><td>11:30</td><td>11:45 - 12:35</td><td>12:10-1:00</td><td>12:10-1:00</td><td>1:00-1:50</td><td>1:00-1:50</td></tr><tr><td>Dismissal</td><td>3:00</td><td>3:05</td><td>3:15</td><td>3:00</td><td>3:05</td><td>3:15</td></tr></table> <p>Fluid entrance and staggered collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles. This will be difficult for some families of multiple children.</p> <p>Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds. If children cycle or scooter to school, then they are to use the storage area to lock their bike/scooter.</p> |               | Reception   | Years 1 & 2 | Year 3      | Year 4    | Year 5 | Year 6 | Soft start | 8:30 soft start for all year groups |  |  |  |  |  |  | School officially starts at 8:55 |  |  |  |  |  | Break |  | 10:30-10:45 | 10:30-10:45 | 10:30-10:45 | 10:50-11:05 | 11:10 | Lunch | 11:30 | 11:45 - 12:35 | 12:10-1:00 | 12:10-1:00 | 1:00-1:50 | 1:00-1:50 | Dismissal | 3:00 | 3:05 | 3:15 | 3:00 | 3:05 | 3:15 |
|   | Reception   | Years 1 & 2   | Year 3      | Year 4      | Year 5      | Year 6    |        |        |            |                                     |  |  |  |  |  |  |                                  |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |
| Soft start  | 8:30 soft start for all year groups   |               |             |             |             |           |        |        |            |                                     |  |  |  |  |  |  |                                  |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |
|   | School officially starts at 8:55  |               |             |             |             |           |        |        |            |                                     |  |  |  |  |  |  |                                  |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |
| Break   |   | 10:30-10:45   | 10:30-10:45 | 10:30-10:45 | 10:50-11:05 | 11:10     |        |        |            |                                     |  |  |  |  |  |  |                                  |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |
| Lunch   | 11:30   | 11:45 - 12:35 | 12:10-1:00  | 12:10-1:00  | 1:00-1:50   | 1:00-1:50 |        |        |            |                                     |  |  |  |  |  |  |                                  |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |
| Dismissal   | 3:00  | 3:05          | 3:15        | 3:00        | 3:05        | 3:15      |        |        |            |                                     |  |  |  |  |  |  |                                  |  |  |  |  |  |       |  |             |             |             |             |       |       |       |               |            |            |           |           |           |      |      |      |      |      |      |

| Guidance                | Action to be taken  |
|-------------------------|---|
|                         | <p>Adults from the appropriate phase will be in the playground to support children and adults as they arrive at school. This way we will continue to reduce footfall of adults on site. Parents mustn't congregate at the 'drop-off' or collection point, they must instead arrive on time and then depart.</p> <p>Parents of Reception children are to enter as normal however they are only allowed in the playground not the classrooms.<br/>Parents will be asked to drop off and leave, rather than remain on school grounds.</p> <p>Given that the external school gates will be open at 2.55pm, no children will be allowed outside at that point and must have returned to their classrooms.</p> <p>Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. The playground will be open to parents to briefly wait in before their children are released to them. Whilst parents are waiting, social distancing must be adhered to.</p> <p>Teachers will not be available to converse face to face. Communications with staff must be done remotely via Class Dojo or office. Teachers must commit their time to ensuring that all children safely leave their care.</p> <p>The school office is not to be accessed by parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email. A member of the team will go to classrooms throughout the day to collect any items brought in to school (money etc) and mobile phones (Y6).</p> <p>Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. Disposable face-coverings must be placed in a lidded bin. The wearer must then clean their hands.</p> |
| Equipment and resources |   |

| Guidance  | Action to be taken   |
|---|--|
| <ul style="list-style-type: none"> <li>Equipment and resources are integral to education in schools.</li> <li>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</li> <li>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</li> <li>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</li> <li>It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery, and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</li> </ul> | <p>In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be placed in 'quarantine boxes' and cleaned following use.</p> <p>Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe.</p> <p>Soft play and sensory rooms will be temporarily out of use.</p> <p>Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, each group will need to gather resources from their classrooms or the PE cupboard so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is gathered back in at the end of their break/ lunch time and cleaned.</p> <p>Pupils should not bring anything additional from home. There can be no 'show and tell'. However, children can now take books home and return them as normal. Books are to be returned as normal but placed in quarantine boxes to be cleaned before next use.</p> |
| <b>6. Where necessary, wear appropriate personal protective equipment (PPE)</b>   |  |
| <ul style="list-style-type: none"> <li>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</li> <li>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul>  | <p>PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).</p> <p>The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:</p> <ul style="list-style-type: none"> <li>Face masks</li> <li>Aprons</li> <li>Gloves of various sizes</li> <li>Face shields</li> </ul> <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p>   |
| <b>7. Engage with the NHS Test and Trace process</b>  |  |

| Guidance  | Action to be taken   |
|---|--|
| <ul style="list-style-type: none"> <li>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms.</li> <li>Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school.</li> <li>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</li> <li>Staff and parents / carers must provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if contacted by NHS Test and Trace to 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)</li> <li>Schools should ask parents and staff to inform them immediately of the results of a test.</li> </ul> | <p>All visitors will be required to leave their details to enable track and trace. Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p> <p>They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the 'stay at home' regulations.</p> <p>Anyone who displays symptoms of coronavirus can and should get a test.</p> <p>If the school thinks that the family of the symptomatic child/adult is unlikely to book a test appropriately, we will provide a home testing kit as promised by the DfE. We should receive these before the start of the autumn term and they will be stored in the Welfare Room. Given the potential low numbers of kits, they will only be issued with the agreement of either NM /MG.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.</p> <p>If the test result is negative, the child can return to school assuming they would do so under normal circumstances. If the test result is positive, the child and family need to follow the 'stay at home' guidelines.</p> |
| <b>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b>   |  |
| <ul style="list-style-type: none"> <li>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team.</li> <li>The local health protection team will work with schools to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious.</li> <li>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of</li> </ul>  | <p>The school will contact the public health protection team<br/> North West London HPT<br/> Public Health England<br/> 61 Colindale Avenue<br/> London<br/> London<br/> NW9 5EQ<br/> Email: phe.nwl@nhs.net<br/> Telephone<br/> 020 3326 1658<br/> Out of hours advice<br/> 01895 238 282</p>   |

| Guidance  | Action to be taken  |
|---|---|
| <p>control for more on grouping pupils). This should be a proportionate recording process.</p> <ul style="list-style-type: none"> <li>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:</li> <li>if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</li> <li>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.</li> </ul> | <p>School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.</p> <p>The admin team will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.</p> <p>School will inform parents of the infection, but we will not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test. If the symptomatic child's test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 10 days from the onset of symptoms</p> |
| <p><b>9. Contain any outbreak by following local health protection team advice</b></p> <ul style="list-style-type: none"> <li>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</li> <li>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</li> </ul>  |   |
| <p><b>Transport</b></p>   |   |

| Guidance  | Action to be taken   |
|---|--|
| <p><b>Dedicated school transport</b></p> <ul style="list-style-type: none"> <li>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply on dedicated transport.</li> </ul>  | <p>From the spring term, school trips using coaches can occur as long as the children travel in their consistent bubbles. If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p><b>Wider public transport</b><br/>Children should not attend trips or visits if they are required to use public transport to get there. This seems like an unnecessary risk for EPS to instigate.</p>   |
| <p><b>Pupils who are shielding or self-isolating</b></p> <ul style="list-style-type: none"> <li>We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high.</li> <li>A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating</li> <li>Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.</li> <li>If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore, they may be temporarily absent.</li> <li>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</li> </ul> | <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. EPS will support those parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.</p> <p><b>Pupils and families who are anxious about return to school</b><br/>If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via a Teams/Zoom meeting.</p> <p>These pupils are to be identified by the school. Jackie and Sarah have called those parents who have children not engaging in home learning already and they have made a record of calls to families where vulnerabilities exist.</p> <p><b>Attendance expectations</b><br/>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</p> <p>School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.</p> <p>Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority's code of conduct).</p> |

| Guidance  | Action to be taken   |
|---|--|
| <b>School workforce</b>   |  |
| <b>Staff who are clinically vulnerable or extremely clinically vulnerable</b>   |  |
| <ul style="list-style-type: none"> <li>Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, most staff are expected to attend school.</li> <li>Wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</li> <li>Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</li> <li>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.</li> <li>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> </ul> | <p>EPS plans to follow the full measures within the guidance, therefore most staff will return to the workplace as normal.</p> <p>Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1st August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.</p> <p><b>Deploying support staff and accommodating visiting specialists</b><br/>As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.</p> <p><b>Supply teachers and other temporary or peripatetic teachers</b><br/>Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.</p> <p><b>Staff taking leave</b><br/>The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.</p> <p>Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave.</p> |
| <b>Supporting staff</b>   |  |

| Guidance  | Action to be taken  |
|---|---|
| <ul style="list-style-type: none"> <li>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school.</li> </ul> | <p>Be aware of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.</p> <p>Workload should be carefully managed and assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision.</p> <p>Consider where additional resource could be safely brought in if necessary.<br/>Ensure regular communication and consultation with all staff<br/>Ensure staff know where to get additional support e.g. counselling or helplines.</p> |
| <b>Catering</b>   |   |
| <ul style="list-style-type: none"> <li>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</li> <li>School kitchens can continue to operate but must comply with the guidance for food businesses on coronavirus (COVID-19).</li> </ul>   | <p>The expectation is that the school kitchen will be fully open in Autumn term. Full menus are to be operational.</p> <p>Catering staff aware of changes to lunch time arrangements</p>  |
| <b>Estates / Premises</b>   |   |
| <b>Maintenance</b>  |   |
| <ul style="list-style-type: none"> <li>We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. We also do not think schools will need to deliver any of their education on other sites (such as community centres / village halls) because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use.</li> </ul>   | <p>Neil and Padraic will conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>Teachers need to ensure that classrooms have good ventilation (open windows and doors).</p>   |
| <b>Ventilation</b>  |   |
| <ul style="list-style-type: none"> <li>Once the school is in operation, it is important to ensure good ventilation.</li> <li>In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</li> <li>HSE advice states that the risk of air conditioning spreading coronavirus is extremely low. If you use a centralised ventilation system that removes and circulates air to different rooms, it is recommended that you turn off</li> </ul>  | <p>Fans should not be used in classrooms as they recirculate air.</p> <p>Open windows and doors in occupied rooms</p> <p>With due regard to fire safety, doors may be temporarily propped open to limit touching of door handles and aid ventilation. When an area or room is not in use all doors must be shut. Doors to higher risk areas of fire starting e.g. kitchens / IT suites / plant rooms should not be propped open.</p>  |

| Guidance   | Action to be taken  |
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| recirculation and use a fresh air supply. You do not need to adjust other types of air conditioning systems.   |   |
| <b>Fire safety</b>   |   |
| <ul style="list-style-type: none"> <li>Consider if any changes are required to emergency evacuation procedures because of any other changes made to provision in school e.g. where pupils and staff are located.</li> <li>A full fire drill may not be appropriate but ensure all staff are familiar with any changes to arrangements. Make sure any other persons e.g. contractors on site are aware of any changes.</li> <li>Other emergency procedures e.g. lockdown should be reviewed as required.</li> </ul>   | <p>All staff are to know the fire evacuation route for their classrooms. Fire numbers are to be displayed on the outside of classroom door so bubbles will not be burst.</p> <p>All emergency procedures remain. In the event of the need for an emergency vehicle to enter the building the drive way will be cleared for access.</p>  |
| <b>First aid and care provision</b>  |   |
| <ul style="list-style-type: none"> <li>The school must maintain suitable first aid and where needed paediatric first aid cover as normal.</li> <li>Social distancing and hygiene control measures must be maintained so far as is reasonably practicable when providing first aid.</li> <li>If staff need to escort pupils to the welfare room then social distancing and hygiene should be maintained. If this is not possible, then PPE should be used.</li> <li>All first aid equipment will always be accessible.</li> <li>Children, young people, and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>If a child, young person, or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home then a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li> </ul> | <p>All year groups have trained first aiders and kits available. First aid must be sought initially from within the bubble not welfare.</p> <p>Persons administering first aid should wear the necessary PPE</p> <p>If a trip to welfare is necessary, staff must call/ alert Jey in advance.</p> <p>Staff must wear PPE when administering intimate care and avoid as much as possible face to face contact with children.</p> <p>As we approach the flu season it will be even more important to know the symptoms for coronavirus- new continuous cough, loss of taste and a high temperature.</p> |
| <b>Educational visits</b>  |   |

| Guidance  | Action to be taken   |
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| <ul style="list-style-type: none"> <li>Domestic (UK) overnight and overseas educational visits at this stage are advised against.</li> <li>In the autumn term, schools can resume non-overnight domestic educational visits.</li> <li>This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum.</li> </ul>   | <p>School trips are permitted to resume however the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance. Therefore, there will be no planned visits for the autumn term.</p>   |
| <b>School uniform</b>   |  |
| <ul style="list-style-type: none"> <li>It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</li> </ul>  | <p>All children are to wear full uniform.<br/>PE kits are to be brought in taken home on the day of PE to be carefully washed.</p>   |
| <b>Extra-curricular provision</b>   |  |
| <ul style="list-style-type: none"> <li>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time.</li> <li>We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</li> </ul> | <p>Wraparound care is permitted to commence. Children attending wrap around care will ideally need to be kept in separate phase bubbles, however that might not be possible due to limited staff numbers and children attending therefore the children will need to remain in small consistent bubbles, observing very good hand hygiene.</p> <p>ACE club will be facilitated in the hall.</p> |
| <p><b>Curriculum expectations</b><br/> <b>At EPS we will apply our curriculum model ‘Resilient Curriculum’ in its fullest and identify gaps in core learning that need to be negated over a period of time, with additional intervention for those year groups that have less time to ‘catch-up’.</b><br/> <b>During this period, children will be reminded of all of their hard work during the previous year and we will ‘reset’ the expectations so that children know that we are expecting of them on their return to school i.e. great learning behaviours.</b></p>   |  |

| Guidance   | Action to be taken   |
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| <p>A tiered document that outlines the Resilient Curriculum plan will be produced and shared so that all parties are aware of the focus in the returning month. Tier 1 will focus on the universal messages that we need to re-establish, tier 2 will share enhanced measures of procedures already in place, and tier 3 will outline targeted support and specialist intervention.</p> <p>We will return to the normal teaching of all subjects in the autumn term. Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys.</p> <p>Remote education will become a focus in the sense that it will become integrated in to the school curriculum. Class teachers will use Class Dojo and upload information to class stories to maintain contact and links with parents.</p> <p>The Relationship and Sex Education element of our new curriculum will be planned and consulted on with parents. There is now leeway to defer the implementation of that curriculum content until the summer term 2021.</p> <p>For pupils in Reception, teachers should assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. Reception staff should consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p> |  |
| <b>Music</b>   |  |
| <ul style="list-style-type: none"> <li>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons. by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</li> <li>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul>   | <p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another. This has implications for our music curriculum and adjustments will need to be made.</p> |
| <b>Physical activity in schools</b>  |  |
| <ul style="list-style-type: none"> <li>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</li> </ul>   | <p>PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors.</p>   |

| Guidance   | Action to be taken  |
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| <ul style="list-style-type: none"> <li>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</li> <li>Schools are able to work with external coaches, clubs, and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so</li> </ul> | <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Contact sports are to be avoided.</p>   |
| <b>Pupil wellbeing and support</b>   |   |
| <ul style="list-style-type: none"> <li>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress, or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers.</li> </ul>   | <p>The pastoral team will ensure that appropriate materials are on hand to support children's wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, Pastoral Manager is to be informed so that specific interventions can take place. Pastoral Manager will need to ensure that she distances appropriately during meetings (outside preferably) given that she will be required to work across phases.</p> <p>Bubble time should be relaunched within the first week of the term.</p>  |
| <b>Behaviour expectations</b>  |   |
| <ul style="list-style-type: none"> <li>Schools should consider updating their behaviour policies with any new rules/policies and consider how to communicate rules/policies clearly and consistently to staff, pupils, and parents, setting clear, reasonable, and proportionate expectations of pupil behaviour.</li> </ul>   | <p>The current approved behaviour policy coronavirus amendment will still apply.</p> <p>In September, expectations of behaviour will be revisited and the school's vision and values will be widely discussed so that the ethos of the school does not change. The climate and culture need to remain one of high expectations and respect for one another.</p> <p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <ul style="list-style-type: none"> <li>the phonics screening check</li> <li>key stage 1 tests and teacher assessment</li> <li>the year 4 multiplication tables check</li> <li>key stage 2 tests and teacher assessment</li> <li>statutory trialling</li> </ul> |

| Guidance  | Action to be taken   |
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|   | EPS will prepare for these tests in the same manner as has been done in previous years.  |
| <b>Contingency planning for outbreaks</b> <ul style="list-style-type: none"> <li>▪ If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread.</li> <li>▪ In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission.</li> </ul> |  |
|   | <p>EPS needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.</p> <p>Our immediate response will be the following:</p> <p>Children are to take home their individual stationery packs and their current exercise books</p> <ul style="list-style-type: none"> <li>▪ Adults will share lessons via website</li> <li>▪ Teachers will then be able to meet with children that require additional support through MS Teams online. Those children not requiring support to complete work will not be required to log on for a Teams meeting.</li> <li>▪ Children will be able to take photos of their learning and upload to website page so that teachers can monitor progress and offer supportive feedback if appropriate.</li> <li>▪ Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning.</li> <li>▪ Where children cannot access the internet, they will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household.</li> </ul> <p>The principles for delivery will be as follows:</p> <ul style="list-style-type: none"> <li>▪ Children will receive learning opportunities for a range of subjects each day</li> <li>▪ Learning will be sequenced as per our current curriculum model</li> <li>▪ High quality explanations will be made by the teacher using video links from school or through curriculum resources</li> <li>▪ Work will be checked through uploads to class pages</li> <li>▪ Teachers will be available via MS Teams so that they can further tailor the learning as a result of feedback.</li> <li>▪ Lessons will be of the equivalent length of a normal school day.</li> </ul> |