

Laburnum Primary School

COVID-19

Guidance Plan for the Full and Safe Reopening of School



Updated by: Head Teacher

Last reviewed: November 2020

Next review due by: December 2020 (Ongoing)

In line with the Department for Education's instruction, it is our plan that all pupils, in all year groups, will remain in school.

Our planning is underpinned by the Department for Education's advice on effective infection protection and control which states the following:

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

1. A requirement that people who are ill stay at home
2. Robust hand and respiratory hygiene
3. Enhanced cleaning arrangements
4. Active engagement with NHS test and trace
5. Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

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

- Grouping children together
- Avoiding contact between groups
- Arranging classrooms with forward facing desks
- **Staff maintaining distance from pupils and other staff as much as possible**

All protocol and procedures are aligned to the 'Laburnum Primary School Opening to Additional Year Groups RISK ASSESSMENT JULY 2020' (appendix 1) that has been produced using a LA-approved template following 'Guidance for full opening: schools' (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction>). It is a legal requirement to review and update the previous risk assessment.

The following plan outlines relevant detail from the government's guidance with further detail about how Laburnum Primary School will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can't negate them entirely.

All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances. The system of controls provide a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.

Within the government guidance, the systems of control that schools should adopt are clearly listed. This document will outline those systems of control and how Laburnum Primary School has made them appropriate to our specific context and circumstance.

Systems of control

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) Where recommended, use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 6) Minimise contact between individuals and maintain social distancing wherever possible
- 7) Where necessary, wear appropriate personal protective equipment (PPE)
- 8) Always keeping occupied spaces well ventilated

Numbers 1 to 5, and number 8, must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection:

- 9) engage with the NHS Test and Trace process
- 10) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 11) contain any outbreak by following local health protection team advice

Numbers 9 to 11 must be followed in every case where they are relevant.

Numbers 7-9 above may require school to share pupil/parent contact information with public health officials. This sharing of information is permissible under current law and is in line with data protection guidance covering schools.



Systems of control	Action
<p>Prevention</p> <p>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</p>	<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, they are to remove themselves from the setting as soon as possible.</p> <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 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 with disinfectant (or bleach) and the children/adults who have had contact with the room will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, 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. 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> <p>There will also be a designated toilet assigned to children who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing gloves an apron and a mask.</p> <p>The designated isolation spaces/toilets are as follows;</p> <ul style="list-style-type: none"> ▪ Dining Hall Lobby and adult toilet (EYFS Isolation) ▪ PPA Room and PPA Room Toilet (Y1-6 Isolation) <p>If a child is sent home with symptoms, 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 their group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p> <p>Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.</p> <p>Cases of COVID-19 should be reported to Central Bedfordshire Local Authority and Public Health England, Health Protection Team: Telephone 0300 303 8537</p> <p>In the event of a positive case, Public Health England will then advise the school on the next course of action.</p>
<p>2. Where recommended, use of face coverings in schools</p>	<p>In areas outside of classrooms, where social distancing is more difficult between members of staff or visitors, for example in the hall, staffrooms, corridors or by the photocopier face coverings should be worn (face mask or visor). Staff will also wear face coverings when supervising eating and entry/exit of pupils, but do not need to wear face coverings when supervising outside breaks. Staff should make the HT or DHT aware if they are exempt from this.</p>

	<p>Visitors such as healthcare and LA personnel and catering staff should also wear face coverings when in school, including when meeting with adults, however may remove these to work with children if they are able to remain at least 1m apart.</p> <p>Staff should wear face visors when working in close proximity (closer than 1m) to an individual child or small group of children for more than 10 minutes.</p> <p>All staff should take account of training received in regard to the safe use of PPE, including donning, doffing and storage of masks.</p> <p>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> <p>Further guidance on face coverings Safe working in education, childcare and children’s social care provides Face coverings in education settings</p> <p>Based on current evidence and the measures in place in school, such as the system of controls and consistent bubbles, <u>face coverings will not be necessary in the classroom even where social distancing is not possible</u>. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.</p>
<p>Prevention</p> <p>3. Clean hands thoroughly more often than usual.</p>	<p>Adults and children are to wash or sanitise (minimum 70% alcohol gel) their hands on the following occasions:</p> <ul style="list-style-type: none"> ▪ Entry to school ▪ Before/after break times ▪ Before lunch ▪ When they change rooms ▪ Before leaving school ▪ Anytime that they visit the toilet or cough/sneeze into their hands ▪ Before and after removing/putting on a face mask (adults) ▪ Before and after using shared equipment, such as the photocopier, paper cutter, kettle etc. ▪ Before and after handling items from home such as letters. <p>Additional hand sanitiser dispensers have been purchased and are stationed in each classroom as well as additional 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. All staff also have a small refillable bottle of hand sanitiser on their person.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands.</p> <p>Hand hygiene protocols are to be re-visited frequently when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of revisiting our behaviour principles and relationships policy.</p>

<p>Prevention</p> <p>4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</p>	<p>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 into the lidded bins in each classroom using the foot-pedal to open the bin 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, produced in conjunction with the child’s parents, to ensure measures can be put in place to reduce the risks. Government guidance indicates that this is not a reason to deny these pupils face-to-face education.</p>
<p>Prevention</p> <p>5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	<p>At various intervals (as per the cleaning schedule – appendix 2), adults will disinfect and clean tables, door handles and other high contact areas and equipment. Each class will have their own allotted set of classroom cleaning equipment in a box, with additional supplies available in the PPA room. It will be stored appropriately within the classrooms.</p> <p>Children should be allowed to go to the toilet as they would in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes ensuring that all tissues, PPE, and cleaning materials are bagged and then put in an additional disposal bag that is stored securely for 72 hours before being disposed of.</p>
<p>Prevention</p> <p>6. Minimise contact between individuals and maintain social distancing wherever possible.</p>	<p>The purpose of ‘bubbles’ is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Laburnum Primary 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>Grouping the Children</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>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</p> <p>At Laburnum, we can implement smaller groups, the size of a whole class. This reduces the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19). Laburnum will limit interaction and the sharing of rooms and social spaces between groups as much as possible. We recognise that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. 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.</p>

Measures within the classroom

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. **Ideally, adults should maintain 2 metre distance from each other, and from children. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible.**

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.

Classrooms need to be adapted to support distancing where possible. Where tables are used in Years 2-6, they should face the front and children should sit side-by-side, not facing one another nor side on. Early Years' and the Year 1 classroom will continue to focus on play based independent learning and as such, front facing rows of tables are not appropriate. Where pupils do use tables they will be encouraged to sit side by side, rather than face to face wherever possible.

Measures elsewhere

There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to class assemblies and children will remain in their own classrooms for this. Assemblies will be conducted using Picture News resources. Senior Leaders will lead a weekly values based assembly through Google Meet (video conference software) and the weekly celebration assembly will also be delivered in this way. Children are not to sing during assembly.

Use of the staff room should be minimal. The staff room will remain open for adults in Years 4-6 to make drinks and refrigerate food (**no more than 3 people at a time**). The PPA room will be used by adults in Years 1-3 (**no more than 3 people at a time**). EYFS have their own resources for drink making and refrigeration. It is important for staff wellbeing that staff see colleagues and this is encouraged, but staff must observe social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms. Plastic chairs, socially distanced, will be available in the staff room, PPA room and school hall to enable staff to have a formal break away from class.

Staff should wash/sanitise their hands and clean the table/chair they intend to use before and after eating.

In order to manage numbers of staff in the hall at any one time (to limit the risk of transmission and protect staff), it is important that not all staff take a formal break at the same time. Most staff should only use the hall when their class is eating (for some this is in the classroom). The majority of support staff have a designated 30-minute break, while teachers can utilise their classroom and the hall during their hour. It is crucial that all staff observe 2m social distancing when using the hall as staff from many bubbles utilise this space at the same time. If staff are not able to maintain 2m distancing, they should use alternative facilities in the PPA room or staff room.

Measures for arriving at and leaving school (inc. break/lunch times)

The start and end time of school will vary for each phase bubble:

Nursery am: 8:45am – 11:45am

Nursery pm: 12:15pm – 3:15pm

Reception Group A: 8:50am – 3:20pm

Reception Group B: 9:00am – 3:30pm

Year 1-6 Group A: 8:45am - 3:20pm

Year 1-6 Group B: 8:55am – 3:30pm

Staggering entrance/collection will help facilitate social distancing for adults and children on site and it will reduce the risk of children coming in to contact with children from other bubbles. This may be more difficult for some families with multiple children.

Parents are to be encouraged to walk to school where possible and parents will not be allowed onto the school site at this time, apart from parents of children in Nursery, where one parent will be permitted on the school grounds to drop their child to class. Adults from the appropriate classes will support children 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' point, they must instead arrive on time and then depart.

Parents of Nursery children are to enter as normal, however must exit via the playground gate rather than the nursery gate so that social distancing can be maintained. Parents must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents should drop off at each supervised gate in quick succession, strictly following social distancing from other parents and children. Parents will be asked to drop off and leave, rather than remain on school grounds.

Given that the external school gates will be open between 8:40 and 9:00am and again between 3:15 and 3:40, no children, other than those arriving/leaving will be allowed outside at that point.

Again, at collection, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. Children will be released at the same gates they arrived at. **Whilst parents are waiting, social distancing must be adhered to and parents using the playground gate (Years 1, 4 and 5) will have to be particularly stringent.**

Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through Class Dojo if they have queries about the day or they can call to make a phone appointment. Separate communication guidance has been issued.

The school office will not be open for any parents/visitors 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 / Class Dojo.

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.

Year 6

It is preferable if Year 6 children are dropped off by a parent. Any child walking on their own will be expected to socially distance. While we cannot enforce this outside of school, we will need to talk to the child/their parent if this becomes an issue as it will negate the impact of our social distancing/bubbles in school.

Other considerations

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise, specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. Regular visitors will have a copy of this guidance and the school risk assessment. Other visitors will receive a brief written summary of expectations when booking their visit.

Where contractors can attend outside of school hours, they should. If that is not possible, they should follow all procedures as determined by school. A brief written summary of expectations of contractors will be issued when they book their appointment.

A record of all visitors will be kept to support NHS Test and Trace.

	<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 cleaned following use or left for 48 hours (72 for plastic).</p> <p>Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 48 hours between use to ensure they are safe (72 hours for plastic).</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 shed so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This will be collected at the end of their break/ lunch time and cleaned daily.</p> <p>Pupils should not bring anything additional/unnecessary from home. There can be no live 'show and tell'. However, children can now take reading and homework books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the shelves. Each child will be provided with a clear zipped wallet to keep homework books (wipe clean) and reading books in. A book bag is permissible, but rucksacks will not be needed. Children are encouraged to only bring their zipped wallet each day. Children in Year 6 should <u>not</u> bring a mobile phone to school.</p> <p>All children should bring a clean, named water bottle each day and take it home each day for washing.</p> <p>Government guidance indicates that teachers can take books and other shared resources home, although unnecessary sharing should be avoided. At Laburnum, we will avoid taking books off site to minimise the risk to teaching staff and their families. Books should be marked within classrooms and teachers should avoid taking them into shared areas – live marking/feedback should be utilised as often as possible to avoid further risk of transmission.</p>
<p>Prevention</p> <p>7. Where necessary, wear appropriate personal protective equipment (PPE).</p>	<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"> - Face masks - Aprons - Gloves of various sizes <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p>
<p>Prevention</p> <p>8. Keeping Occupied Spaces Well Ventilated</p>	<p>It is important to ensure that all areas of school are well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> ▪ Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air ▪ natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> ▪ opening high level windows in preference to low level to reduce draughts ▪ increasing the ventilation while spaces are unoccupied (e.g. during break and lunch) ▪ children can wear a plain t-shirt under their shirt to provide additional warmth.

<p><i>Response to any infection</i></p> <p>9. Engage with NHS Test and Trace.</p>	<p>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 following the flowchart response.</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>Parents and staff should inform school immediately of the results of a test and follow this guidance.</p> <ol style="list-style-type: none"> 1. If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 14 days from the date of that contact. 2. If someone with symptoms tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 14 days.
<p><i>Response to any infection</i></p> <p>10. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</p>	<p>School should initially contact the Department for Education coronavirus (COVID-19) helpline, where NHS Business Services Authority advisors will work through a risk assessment with you to identify close contacts and will inform school of what action is needed based on the latest public health advice.</p> <p>If, following triage, further expert advice is required the adviser will escalate the school's call to the PHE local health protection team.</p> <p>The advice service (or PHE local health protection team if escalated) will work with school to guide us through the actions we need to take. Based on their advice, school must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> ▪ direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) ▪ proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual ▪ travelling in a small vehicle, like a car, with an infected person <p>The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home.</p> <p>Laburnum Primary will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>

SEPTEMBER 2020 RETURNING TO SCHOOL GUIDANCE PLAN (NOV 20 Update)

<i>Response to any infection</i>	
<p>11. Contain any outbreak by following local health protection team advice.</p>	<p>Keep in contact with our health protection team.</p> <p>If school has 2 or more confirmed cases within a 14-day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in a phase bubble lockdown, a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>

SECTION 2: SCHOOL OPERATIONS

Aspect of school	Action
<p>Transport</p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only by public transport services, we mean routes which are also used by the general public 	<p>Dedicated school transport</p> <p>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 from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>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>Wider public transport</p> <p>Children should not attend trips or visits if they are required to use public transport to get there. This is an unnecessary risk for Laburnum Primary to instigate.</p>
<p>Attendance</p> <p>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</p> <p>School attendance will therefore be mandatory</p>	<p>Attendance expectations</p> <p>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 policy and guidance).</p> <p>Pupils who are shielding or self-isolating</p>

<p>again from the beginning of the autumn term.</p>	<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. Laburnum Primary will support those parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.</p> <p>Where children can't attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p><i>Pupils and families who are anxious about return to school</i></p> <p>If parents of pupils with significant risk factors are concerned, they should contact the school office to discuss it further.</p>
<p><i>School Workforce</i></p>	<p><i>Staff who are clinically extremely vulnerable</i></p> <p>Laburnum Primary School has planned to follow the full measures within the guidance, therefore most staff will return to the workplace as normal.</p> <p><i>New advice</i> for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level.</p> <p>All staff can continue to attend school at all Local COVID Alert levels.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.</p> <p><i>Staff who are clinically vulnerable</i></p> <p>Clinically vulnerable staff can attend school. While in school they should follow the measures in this document to minimise the risks of transmission.</p> <p>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</p> <p><i>Deploying support staff and accommodating visiting specialists</i></p> <p>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><i>Supply teachers and other temporary or peripatetic teachers</i></p> <p>Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.</p> <p>Likewise, Inspiring Music teachers will be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week. (see risk assessment).</p>

**SEPTEMBER 2020 RETURNING TO SCHOOL GUIDANCE PLAN
(NOV 20 Update)**

<i>Safeguarding</i>	All existing pre-covid safeguarding measures will return as normal, however the 'Designated Safeguarding Leads' will need to consider the needs of those children requiring additional pastoral support as a result of prolonged absence from school.
<i>Catering</i>	Hot school meals continue to be offered, with some restrictions on where children eat. Alternatively, all children are welcome to bring a packed lunch to school.
<i>Lunch and break times</i>	<p>Middy supervisors and school support staff will continue to support the supervision of lunchtimes but they will be allocated to phase bubbles that cannot mix. They will be required to help to supervise the children whilst they eat and then support in cleaning the room/surfaces.</p> <p>A rota has been drawn up to ensure that only members of staff within appropriate bubbles supervise their bubbles at break times. The field/playground will continue to be split into zones and allocated to bubbles to avoid any cross-contamination.</p> <p>All bubbles will adhere to the circulated rota for eating and playtimes. Children in Reception, Year 1, 2, 3 and 4 will eat in the dining hall in designated zones within 2 sittings. Children in Years 5-6 will eat in classrooms, with a member of class staff collecting the insulated box containing lunches for each class.</p> <p>Staff may go home for lunch assuming someone is supervising the children appropriately during that time.</p>
<i>Premises</i>	<p>Mrs Pearce 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>
<i>Educational Visits</i>	School trips are permitted to resume however due to 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, we will not be undertaking any visits in the autumn term (at least).
<i>Wraparound care</i>	<p>Wraparound care is permitted to commence. Children attending breakfast or after school club will ideally need to be kept in separate class bubbles within the dining hall / school hall. If for any reason this is not possible, the children will need to remain in small consistent bubbles, observing very good hand hygiene.</p> <p>Children in Breakfast / After School Club, will be in groups no larger than 15 children per adult.</p>

**SEPTEMBER 2020 RETURNING TO SCHOOL GUIDANCE PLAN
(NOV 20 Update)**

SECTION 3: CURRICULUM, BEHAVIOUR AND PASTORAL SUPPORT



Aspect of school	Action
<p><i>Curriculum expectations</i></p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>Laburnum Primary School has identified a ‘recovery curriculum’ approach and produced a recovery curriculum document (appendix 3). The model we have created applies our full and broad curriculum experience, but also allows great scope to identify gaps in core learning, consolidate these and plan for them to be addressed over a period of time, with additional intervention for specific individuals and for those year groups that have less time to ‘catch-up’ before moving to the next phase of education.</p> <p>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.</p> <p>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 into the school curriculum. Class teachers will retain the use of Class Dojo and upload information to class stories to maintain contact and links with parents. Oak National Academy lessons will be used periodically throughout the curriculum so that children are comfortable with the content and format in readiness to revert to that way of working should local lockdowns or a national lockdown be imposed.</p> <p>The Relationship and Sex Education element of our new curriculum will be planned and consulted on with parents shortly after the summer holiday. There is now leeway to defer the implementation of that curriculum content until the summer term 2021.</p>
<p><i>Specific points for Early Years Foundation Stage (EYFS) to Key Stage 2</i></p>	<p>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, 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>
<p><i>Music</i></p>	<p>There is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. 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</p>

	<p>shouting, singing/playing instruments should not happen in groups of more than 15. This has implications for our music curriculum and adjustments will need to be made. Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Inspiring Music will teach groups of 15, who alternate with a member of support staff. Measures taken will be based on the most up to date guidance, but include smaller group sizes, singing/playing back to back or side to side in a well ventilated room and social distancing as much as possible.</p>
Physical activity in schools	<p>Each class will take part in one formal PE lessons each week. These lessons will be outside as transmission of the disease is reduced in the outdoors. Teachers will ensure their class bubble has an additional 15 minutes of directed physical activity each day. The school hall is not currently suitable for indoor PE due to its size and location.</p> <p>Each class bubble will come to school in their PE kit (including jogging bottoms and a sweatshirt) on their designated PE day.</p> <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> <p>We will not currently use outside coaches for after school clubs due the increased risk of contamination from mixed bubble/age groups.</p>
Pastoral support	<p>The safeguarding leads and SENDCo (Mr Bardell, Mrs Dawes & Mrs Boyall) 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, the DSLs and SENDCo are to be informed so that specific interventions can take place.</p>
Behaviour expectations	<p>The current approved behaviour principles and relationship policy coronavirus addendum will still apply.</p> <p>Expectations of behaviour will be revisited and the school vision and motto, Challenge, Achieve, Respect, Effort, will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.</p>

SECTION 4: ASSESSMENT AND ACCOUNTABILITY

Aspect of school	Action
Primary Assessment	<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"> ▪ The phonics screening check (Y2 will complete a past screen in Autumn 2 2020, Y1 June 2021) ▪ Key stage 1 tests and teacher assessment (May 2021) ▪ The year 4 multiplication tables check (June 2021) ▪ Key stage 2 tests and teacher assessment (May 2021) ▪ Statutory trialling <p>Laburnum Primary will prepare for these tests in the same manner as has been done in previous years.</p>

SECTION 5: CONTINGENCY PLANNING FOR OUTBREAKS

Aspect of school	Action
<i>A local outbreak</i>	If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.
<i>Remote education support</i>	Laburnum Primary School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown of a number of weeks. Our Remote Learning approach is detailed in our Remote Education Policy (available on our school website).

APPENDIX 1: LABURNUM PRIMARY SCHOOL RISK ASSESSMENT FORM

Risk Assessment for: RISK TO HEALTH AND LIFE	What are you risk assessing? SAFE OPERATION OF SCHOOL FOR STAFF AND PUPILS DURING A GLOBAL PANDEMIC AND NATIONAL CRISIS				
Assessment by: MR BEN BARDELL (HT)	Date: MONDAY 13 th JULY 2020	Most Recent Update: TUESDAY 3 rd NOVEMBER 2020	Approved by: FULL GOVERNING BODY	Date:	

STAFF, PUPILS & PARENTS

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
Increased risk to Health and Life	<ul style="list-style-type: none"> All staff have an increased risk of contracting COVID-19 due to increased contact with children and other staff. 	<ul style="list-style-type: none"> In line with Government guidance: <ul style="list-style-type: none"> Pregnant staff to be risked assessed against current guidance and medical information and an informed decision made regarding work from school/home. Clinically vulnerable staff to maintain strict social distancing of 2m wherever possible (and at least 1m+). Clinically extremely vulnerable staff to work from home (if possible) and stay at home if not. Staff living with a clinically extremely vulnerable person to maintain strict social distancing of 2m wherever possible (and at least 1m+). All staff made aware of social distancing, cleaning and hygiene expectations. All staff to observe 2m social distancing in communal areas All staff in school organised in limited contact class 'bubbles' of children / staff, where possible. Staff may work in more than one bubble, however must maintain stricter social distancing from children and adults if this is the case. Staff to wear face coverings at school gate drop-off and pick-up 	<ul style="list-style-type: none"> Response to local lockdown / outbreaks – measures may need to be stricter. 	BB, MD All staff	Reviewed by 1.12.2020	
	<ul style="list-style-type: none"> All pupils have an increased risk of contracting COVID-19 due to increased contact with children and staff. 	<ul style="list-style-type: none"> In line with Government guidance: <ul style="list-style-type: none"> Extremely vulnerable pupils to stay at home <u>if advice from their medical team recommends this.</u> All pupils in school organised in limited contact class 'bubbles' of children / staff. All pupils to be made aware of behaviour principles and relationships policy addendum. All pupils made aware of social distancing and hygiene expectations. 			BB, MD	Reviewed by 1.12.2020

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed	
Insufficient staff to ensure safe running of the school:		<ul style="list-style-type: none"> All staff currently able to return in September 2020 Each 'bubble' has sufficient staff to meet the needs of the children and maintain supervision while other staff are provided with adequate breaks in line with contractual pay and conditions. 	<ul style="list-style-type: none"> Cover provided for absent staff. Bubble temporarily closed due to insufficient staffing. HT/DHT to contact cluster lead / SIA 	BB, MD	Ongoing		
<ul style="list-style-type: none"> Adequate staffing in each class 'bubble' 	<ul style="list-style-type: none"> Pupils due to inadequate supervision. Staff wellbeing due to inadequate breaks. Pupils and staff due to insufficient access to suitable first aid and safeguarding support. Pupils and staff due to insufficient guidance and support from senior leaders. Pupils and staff due to insufficient site management (links to H&S / Building risks) Pupils and staff due to lack of cleaning staff (and therefore insufficient cleaning) 	<ul style="list-style-type: none"> All Nursery / Reception bubbles contain a Paediatric First Aider and at least one PFA qualified staff member on site at all times. Staff with expiring qualifications are booked to attend CPD to revalidate. 	<ul style="list-style-type: none"> Possible closure/partial closure if no PFA qualified staff available on site. 	BB, MD	Ongoing		
<ul style="list-style-type: none"> Staff with Paediatric First Aid qualification 		<ul style="list-style-type: none"> All 'bubbles' contain at least one member of staff (usually two) who is First Aid trained. 				Ongoing	
<ul style="list-style-type: none"> Staff qualified to administer basic First Aid. 		<ul style="list-style-type: none"> HT & DHT not assigned to 'bubbles' (aside from PPA cover) to ensure strategic and operational leadership / support available. 				Ongoing	
<ul style="list-style-type: none"> Senior Leaders 		<ul style="list-style-type: none"> All staff can make 'non-contact' referrals using Edaware. HT, DHT & SENDCo in school DSL support. All DSLs access referrals using Edaware. 				Ongoing	
<ul style="list-style-type: none"> DSL 		<ul style="list-style-type: none"> Admin staff timetabled to cover school office. 	<ul style="list-style-type: none"> Office manager to monitor and report issues with administration 	SE	Ongoing		
<ul style="list-style-type: none"> Admin staff 		<ul style="list-style-type: none"> Site manager to manage and monitor cleaning and maintenance schedules. 	<ul style="list-style-type: none"> Site manager to report issues with site / cleaning 	TP	Ongoing		
<ul style="list-style-type: none"> Site Manager 		<ul style="list-style-type: none"> Additional staff training for all members of staff on basic classroom cleaning (equipment, materials, frequency etc.) Additional staff training (COSHH) and induction for specific members of staff who are assigned additional hours to support cleaning. 	<ul style="list-style-type: none"> A lack of suitably qualified cleaning staff and available cover could result in a site closure or partial closure. 	TP, BB, MD	Ongoing		
<ul style="list-style-type: none"> Cleaning staff 							

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Staff failure to report illness / self-isolate if presenting with COVID-19 symptoms. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> All staff briefed on self-isolation criteria and updated symptoms (in line with Government guidance). All staff briefed on absence reporting expectations. All staff briefed on isolation / absence periods (in line with latest Government guidance). 	<ul style="list-style-type: none"> Ongoing updates to staff to ensure all aware of most recent guidance. 	BB, MD All staff	As soon as guidance is released.	
<ul style="list-style-type: none"> Pupil/Parent failure to report illness / COVID-19 symptoms. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Clear communication with parents regarding the need to report symptoms (in line with current government guidance/symptom list) to school, self-isolate and request testing. All pupils 'bubbles' of no more than 30 children and 2/3 consistent adults. Staff to be aware and vigilant to symptoms, asking pupils & parents where necessary / if illness suspected. 	<ul style="list-style-type: none"> Staff to ensure any pupils exhibiting symptoms to be isolated in line with in school guidance. 	All staff & pupils	Ongoing / as soon as identified	
<ul style="list-style-type: none"> Pupils unable to understand / enact social distancing measures from adults and other bubbles, due to age / SEND 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Parents provided with expectations in advance to share at home. Specific guidance / social story for SEND pupils. Ongoing reminders to all pupils. Environments / resources organised in line with Government guidance. Staff actively distance from children and each other. 	<ul style="list-style-type: none"> Individual conversations with parents/staff as required. 	All staff SLT	Ongoing	
<ul style="list-style-type: none"> Visitors to school 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Office access to be by phone call / email only Social workers / School Nurse /Police allowed 1:1 / family access by agreement with the HT/DHT/SENDCo (DSLs) using school library and 2m social distancing. 	<ul style="list-style-type: none"> Local increase in infection rate may necessitate an increase in measures and tighter restrictions on visitors to school. 	Office staff	Ongoing	
<ul style="list-style-type: none"> Parent access to school 		<ul style="list-style-type: none"> Parent access by phone call / email only. 		HT/DHT	Ongoing	
<ul style="list-style-type: none"> School caterers on site 		<ul style="list-style-type: none"> Consistent member of staff to attend site. Staff member to wash hands on arrival and wash hands between serving to different classes. Staff member to observe stringent social distancing. Staff to wear face coverings (visors or masks) when in school. 		All staff	Ongoing	

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Contractors / Gardeners on school site 		<ul style="list-style-type: none"> Contractors/gardeners only allowed on site socially distanced and when children/main staff are not using affected areas. Any affected areas within the school buildings to be thoroughly cleaned with appropriate materials prior to use by staff/pupils. 			Ongoing	
<ul style="list-style-type: none"> Deliveries to school 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Delivery personnel to telephone office on arrival and deliver to lobby or area immediately outside of office – delivery personnel not to go beyond this point. Post delivered to secure post box outside of school office. Office staff to wear gloves to bring delivered items into school. 	<ul style="list-style-type: none"> Local increase in infection rate may necessitate an increase in measures and tighter restrictions on visitors to school. 	<ul style="list-style-type: none"> Office staff HT/DHT All staff 	Ongoing	
<ul style="list-style-type: none"> Peripatetic Staff / supply teachers attending school 		<ul style="list-style-type: none"> Peripatetic Music Staff allowed on site – must socially distance 2m from staff and 1m+ from pupils and maintain hygiene measures. All peripatetic staff to wear a face visor or mask when working with children. Hands to be washed / hand sanitiser to be used between pupils. Instruments (e.g. piano) to be disinfected between pupils or pupils to play own designated instrument. Supply Teachers allowed on site, but only used to avoid a partial closure when there is no alternative member of school staff available. 			Ongoing	
<ul style="list-style-type: none"> Therapists on site for weekly 1:1 sessions. 		<ul style="list-style-type: none"> Therapists allowed on site – must socially distance 2m from staff/pupils and maintain hygiene measures. Hands to be washed / hand sanitiser to be used between pupils. Therapist to distance a minimum 1m from child working directly with and wear a face visor. 			Ongoing	
<ul style="list-style-type: none"> Insufficient PPE available. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Site manager to monitor and maintain supplies of PPE (including monitoring supply chains). Site manager to report on stock levels of PPE to HT weekly. Site manager to immediately report on limited stock of PPE to HT. 	<ul style="list-style-type: none"> HT to contact cluster lead / SIA if PPE levels fall to an unacceptable level. If no PPE available, school to be closed to all groups. 	TP/BB	Weekly reporting	

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Inappropriate use of PPE 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> All staff to be trained in the appropriate use of and disposal of PPE. Parents to be briefed on acceptable use of PPE by pupils. Pupils to remove and dispose of / store facemasks on arrival in line with Government guidance (own clean bag). 	<ul style="list-style-type: none"> All staff to report inappropriate use of PPE by staff/pupils to HT/DHT 	All staff HT/DHT	Ongoing	
<ul style="list-style-type: none"> Pupil drop off by parents. 	<ul style="list-style-type: none"> Lack of social distancing by parents/pupils. Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Drop off / pick up protocol shared with parents and explained to all pupils. Staggered start and end times to ensure different groups arrive and leave at different times, reducing the number of pupils/parents outside of the school gates. Ground markings and signage to indicate social distancing for parents/pupils outside of the school grounds and for pupils inside the school grounds. HT/DHT to monitor drop off / pick up and directly engage/reinforce with parents who are not socially distancing. 	<ul style="list-style-type: none"> Restrictions on access for parents who do not socially distance on more than one occasion. 	All staff HT/DHT	Ongoing	
<ul style="list-style-type: none"> Nursery pupils attending more than one setting 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Stringent cleaning and hygiene protocols and routines in place. Parents surveyed to establish if children will attend another setting. Parents strongly discouraged from using more than one setting. 	<ul style="list-style-type: none"> Discussion with parent/setting to reach an agreement on attendance. 	Class staff	Ongoing	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Pupil movement around school. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Addendum to Behaviour Principles and Relationships Policy to be shared with all pupils and revisited frequently. Start/end/break/lunch times organised to ensure maximum social distancing. Pupils to be escorted on entry/exit, to break/lunch and to toilets. Pupil toilets blocks designated to specific classes where possible. Pupils must remain in class at all times other than designated breaks and toilet breaks. Pupils to be advised that there should be minimal contact between pupils at all times and no contact between KS2 pupils and other pupils/staff. 		Class staff	Ongoing	

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Staff movement around school. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Start/end/break/lunch times organised to ensure maximum social distancing. Staff room/PPA unavailable for sitting. Maximum 3 people in the staff room at one time. Staff toilets designated to specific staff groups. Staff to remain in class/with group apart from at designated break times. All staff must wear face coverings in communal spaces (all spaces outside of the classroom) apart from when eating. All staff to ensure 2m social distancing from colleagues in other bubbles at all times. 		Class staff	Ongoing	
<ul style="list-style-type: none"> Pupil shared resources. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Resources designated for individual use (pupil tray/resource wallet/pencil case provided by school). Resources in EYFS used by individual groups only and then cleaned before use by the group/other groups again. Only Reading /Homework books to be taken between home and school. Shared resources to be set aside for 48 hours (72 hours for plastic) prior to reuse or thoroughly disinfected. 		Class staff	Ongoing	
<ul style="list-style-type: none"> Staff resources 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Staff to use staff room/PPA room for hand washing, hot water boiler and refrigeration. Staff to bring own utensils/cutlery for eating. If school cutlery/crockery is used it must be washed and dried by hand and put away – suggested that staff wash crockery prior to use. Dishwasher not to be used by staff (unless using gloves). All staff to bring own travel mug for hot drinks (or label a staffroom travel mug) and take home daily for washing. Only essential personal items to be taken between home/school. Individual teacher laptops to remain at home. 				
<ul style="list-style-type: none"> Pupil/staff resources 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Pupils to work in own exercise books. Pupils to self-mark books where possible. Adults to provide verbal feedback and only physically mark in books when essential. Adults to follow amended feedback and marking policy. 				

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Use of shared outdoor spaces. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Groups to use specified outdoor spaces at specified times and to be supervised by the adults in their bubble at all times. Outside areas to be divided to allow for more than one group to be socially distanced. 		Class staff	Ongoing	
<ul style="list-style-type: none"> Use of shared outdoor equipment. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Trim trail and Pirate Ship only to be used by one designated group a week and then left for 72 hours over the weekend. EYFS outdoor fixed equipment to be used, but wiped clean on a daily basis. Bikes to be cleaned prior to and following use by any group. 		Class staff	Ongoing	
<ul style="list-style-type: none"> Shared dining 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Reception, Year 1, 2, 3 & 4 to eat in dining hall at designated tables/seats. All remaining pupils to eat in designated classroom, supervised by specified adults. All to wash hands prior to and after eating. All tables to be cleaned prior to and after pupils eating. Caterers to deliver school meals separately in named boxes to be collected by Y5 and Y6 staff from each bubble. 		Class staff Caterers	Ongoing	
<ul style="list-style-type: none"> Transport to school 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> All families encouraged to walk to school. School transport providers to ensure appropriate social distancing & hygiene measures. 		School Transport Provider	Daily	
<ul style="list-style-type: none"> Pupil/Staff hygiene 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> All pupils/staff to follow guidance on hand washing techniques. Pupils to be supervised when handwashing. Pupils/staff to wash hands on arrival, before and after breaks/lunch and before leaving school. Pupils/staff to wear a clean set of clothes each day. 				
<ul style="list-style-type: none"> Increased risk of transmission due to airborne virus 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> PE to take place outside only – no activity that results in deeper breathing to be done inside. Additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting. 	Confirm risk assessment with Inspiring Music	Class Staff	Ongoing	

	<ul style="list-style-type: none"> Singing/playing instruments should not happen in groups of more than 15 and children need to be side-by-side and not facing one another. Inspiring Music will teach groups of 15, who alternate with a member of support staff. 	teachers – separate risk assessment completed.			
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CLEANING & HYGIENE

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Insufficient access to handwashing facilities, including soap. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Warm water hand washing accessible in staff toilets, staff room and pupil toilets. Cold water hand washing accessible in all classrooms. Site Manager to monitor stock and supply of hand soap (including supply chains). Classroom staff to monitor levels of hand soap in class daily and top up as part of daily cleaning schedule. Cleaning staff to monitor levels of hand soap in toilets and top up as part of daily cleaning schedule. 	<ul style="list-style-type: none"> Contact cluster lead / LA if stocks of hand soap drop to a level predicted to become insufficient and cannot be replaced. 	TP	Ongoing (daily)	
<ul style="list-style-type: none"> Getting or spreading coronavirus by not washing hands or not washing them adequately 	<ul style="list-style-type: none"> Staff Pupils Contractors Delivery drivers Visitors 	<ul style="list-style-type: none"> Provide water, soap and drying facilities Provide information on how to wash hands properly and display posters. Hands to be washed on entry/exit to school and before eating (minimum). Provide 70%+ alcohol gel hand sanitiser freely for hand cleaning as an alternative to hand washing before and after breaks, PE and Music session – and any other time deemed relevant. 	<ul style="list-style-type: none"> Put in place monitoring to make sure people are following controls Put signs up to remind people to wash their hands Provide information about when and where adults/pupils need to wash their hands Freely provide access to hand sanitiser Check skin for dryness/cracking. 			

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Potential transmission through contact with surfaces, high touch areas and waste. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Site manager developed enhanced cleaning schedule which is implemented throughout the site, ensuring that contact points, work surfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly in line with COVID-19: cleaning of non-healthcare settings - GOV.UK Teachers and TAs to be responsible for daily frequent cleaning of classrooms - protocol for cleaning daily written by site manager. Teachers and TAs to be responsible for emptying lidded bins (wearing gloves) in each classroom daily (double bagged and emptied at each break time if used for tissues). 		TP All staff		
<ul style="list-style-type: none"> Inadequate supply of cleaning & hygiene materials / products (including tissues and paper towels) 	<ul style="list-style-type: none"> Significantly increased risk of virus transmission to staff and children due to inadequate cleaning. 	<ul style="list-style-type: none"> Site manager ordered sufficient stock in advance of wider opening. Site manager to monitor stock levels and reorder as required to ensure stock levels remain high. Site manager to report weekly on stock levels to HT/DHT. 		TP		
<ul style="list-style-type: none"> Insufficient cleaning staff/ inadequate time available to ensure adequate standard of cleaning between sessions/ change overs of pupil groups/ deep cleans as required. 	<ul style="list-style-type: none"> Significantly increased risk of virus transmission to staff and children due to inadequate cleaning. 	<ul style="list-style-type: none"> Additional staff training for all members of staff on basic classroom cleaning (equipment, materials, frequency etc.) Teachers and TAs to be responsible for daily frequent cleaning of classrooms and key worker children room (dining hall) - protocol for cleaning daily written by site manager. Additional staff training (COSHH) and induction for specific members of staff who are assigned additional hours to support cleaning. 	<ul style="list-style-type: none"> 	TP BB All staff Cleaning staff	Ongoing Weekly Review	

HEALTH & SAFETY

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> ▪ Fire evacuation could compromise social distancing. 	<ul style="list-style-type: none"> ▪ Fire risk to staff & pupils ▪ Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> ▪ Site Manager has produced updated Fire Risk Assessment and evacuation plan. 	<ul style="list-style-type: none"> ▪ Fire evacuation to be practiced when all pupils have returned. 	TP BB	By end of first week back	
<ul style="list-style-type: none"> ▪ Child or adult displaying symptoms of Coronavirus. 	<ul style="list-style-type: none"> ▪ Significantly increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> ▪ Adult to be sent home immediately to self-isolate. Refer for testing. ▪ Parent/carer of pupil to be contacted to collect immediately, self-isolate and refer their child for testing. ▪ Follow further guidance in Coronavirus (COVID-19): implementing protective measures in education and childcare settings and in the school procedures. ▪ Contact DfE Coronavirus helpline 		All staff	Ongoing	

COMMUNICATION

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> ▪ Direct communication breaks social distancing measures. 	<ul style="list-style-type: none"> ▪ Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> ▪ Clear communication protocol and expectations to be shared with all staff and parents, emphasising use of phone email, Class Dojo, Google hangouts/meet. ▪ Staff to communicate messages within school using google hangout/email. 		All staff SLT to parents	Prior to 1.12.2020	
<ul style="list-style-type: none"> ▪ Lack of communication due to social distancing 	<ul style="list-style-type: none"> ▪ Risk to pupils if safeguarding or health concerns are not effectively communicated. 	<ul style="list-style-type: none"> ▪ Upgrade phone system (to VOIP) to ensure adequate access to multiple phone lines in/out of school. 				

<ul style="list-style-type: none"> ▪ Social distancing of staff reduces communication 	<ul style="list-style-type: none"> ▪ Increased risk to staff and pupils due to key messages not being effectively communicated. 	<ul style="list-style-type: none"> ▪ Virtual staff meetings. ▪ Frequent briefings (as necessary) to staff via email to ensure awareness and adherence to risk assessment and expectations. 	<ul style="list-style-type: none"> ▪ 			
<ul style="list-style-type: none"> ▪ Pupils do not take on board new expectations. 	<ul style="list-style-type: none"> ▪ Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> ▪ Direct instruction / teaching of new routines by adults in class. ▪ Reminder prompts and posters displayed around school. ▪ HT/DHT to remind pupils in assemblies (Google Meet). ▪ Addendum to Behaviour Principles & Relationships Policy. 		<p>All class staff HT/DHT</p>	<p>Ongoing to reinforce</p>	

Risk assessment review due: 4/12/2020 or in the event of any incident, change in circumstances or additional guidance being issues. The risk assessment will also be reviewed if there is a significant increase (or potential increase) in pupil numbers (through parental choice or Government guidance/decision making) or a significant increase or decrease in staff available to work.

APPENDIX 2: DAILY CLEANING IN LINE WITH SITE MANAGERS DAILY CLEANING SCHEDULE

MEASURE TO TAKE

Use standard cleaning products to clean and disinfect frequently touched objects and surfaces at each break time, including:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> ▪ Door and window handles ▪ Desks and table tops ▪ Sports equipment | <ul style="list-style-type: none"> ▪ Teaching and learning aids ▪ Computer equipment ▪ Toys | <ul style="list-style-type: none"> ▪ Telephones ▪ Bathroom facilities |
|---|--|---|

Classrooms end of day:	Walls, doors, sills, switches	Spot clean	Blue cloth	Multi-purpose Spray
	Tables	Wipe clean	Blue cloth	Multi-purpose Spray
	Furniture	Wipe clean	Blue cloth	Multi-purpose Spray
	Floor (altro)	Mop	Blue mop & bucket	General purpose floor cleaner
	Floor (carpet)	Vacuum	Hoover	N/A
	Clevertouch Screen	Wipe clean	Cleaning Wipes	Cleaning Wipes
	Sink & tap	Wipe clean & scour	Blue cloth & scourer	Multi-purpose Spray

Have all cleaning staff used appropriate equipment (e.g. disposable gloves/apron)?

Remove rubbish daily and dispose of it safely (double bagged if tissues etc.)

Deep Cleaning if there has been a suspected case of COVID-19 in school

If possible, close and secure areas the person has been in for 72 hours before cleaning in the same way you would any other area (see above). If that's not possible, follow the list below.

MEASURES TO TAKE

Clean and disinfect surfaces the person has come into contact with, including:

- Objects which are visibly contaminated with body fluids
- All potentially contaminated high-contact areas (e.g. bathrooms, door handles, telephones, grab-rails in corridors)

You don't need to specially clean public areas they've passed through briefly (e.g. corridors) which aren't visibly contaminated with body fluids

When cleaning hard surfaces and sanitary fittings, use either:

- Disposable cloths, or Paper rolls and disposable mop heads

When cleaning and disinfecting, use either:

- A combined detergent/disinfectant solution at a dilution of 1,000 parts per million available chlorine
- A household detergent, followed by a disinfectant with the same dilution as above

All cleaning staff to wear:

- Disposable gloves and aprons, washing their hands with soap and water once these have been removed

Place any possibly contaminated fabric items in a bag and take it to a point of laundering, using gloves and aprons when loading the laundry in the machine and disposing of the bag afterwards.

Washing Machine in Dining Hall

Launder any possibly contaminated items on the hottest temperature the fabric will tolerate

If items can't be cleaned using detergents or laundering (e.g. upholstered furniture), use steam cleaning **Should not apply –soft furnishings removed.**

Dispose of any items that are heavily soiled or contaminated with body fluids

Keep any waste from possible cases and cleaning (e.g. tissues, disposable cloths) in a tied plastic rubbish bag inside a tied bin bag, and place these bags in a suitable and secure place, marked for storage

Keep in Site Manager's Store: After 72 hours, dispose of these bags in your normal waste

APPENDIX 3: LABURNUM PRIMARY SCHOOL RECOVERY CURRICULUM



'The Loss the children experienced during this pandemic will have caused issues around attachment – in their relationships in school that they have forged over years; these will be some of the strongest relationships the young people have, but bereft of the investment of those daily interactions, will have become fragile.' (Barry Carpenter 2020)

The five losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children

Levers	What will this look like at Laburnum?	Resources/Contactable agencies
<p>Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.</p>	<ul style="list-style-type: none"> ▪ Acknowledging the time lapsed and the stories that everyone might want to tell- identify both positive and negative but draw out positives as a collective ▪ Revisiting of the restorative nature of the school's Relationship policy and Behaviour principles ▪ Reconnect through conversation ▪ Heavy PSHE and mental health focus ▪ Activities to encourage trust and to build self esteem ▪ Morning and afternoon circle times to rebuild relationships ▪ Heavy values based focus ▪ Tune into individual needs and ensure a personalise response ▪ Activities used to get to know each other again (two truths and a fib etc) 	<ul style="list-style-type: none"> ▪ Restorative handbook ▪ Sunshine circles activities (distanced only) ▪ SCARF PSHCE resources ▪ Social stories <p>https://www.mentallyhealthyschools.org.uk/getting-started/how-to-start-a-conversation-with-children-about-mental-health/</p> <p>file:///C:/Users/minke/Downloads/Cooking-up-Community.pdf</p>
<p>Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.</p>	<ul style="list-style-type: none"> ▪ Revisit C.A.R.E and the school Vision. Why are we all here? ▪ Articulate our core purpose ▪ What makes us a community/team? ▪ Clear timetable of the day/routines so everyone knows what to expect ▪ Continued use of outside agencies ▪ Encouraging continued contact through Dojo ▪ Parents to share learning with the school ▪ Children to be given opportunities to share their home learning experiences with each other ▪ Transition for year 6 ▪ Making classroom environment their own ▪ Acknowledge the effect of the pandemic on the local community ▪ Reschedule 'Aspirations week' for as soon as is safe to receive visitors in school 	<ul style="list-style-type: none"> ▪ Class Dojo ▪ Communication and resources from Sandy Secondary School ▪ Jigsaw, Speech Therapist, Occupational therapist, School Nurse ▪ NHS - https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-anxiety-tips/ ▪ https://www.anewdirection.org.uk/tateyear3project/learning-lenses-tate-year-3-resource/group-shots ▪ file:///C:/Users/minke/Downloads/A-Day-in-Our-Life.pdf

<p>Level 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.</p>	<ul style="list-style-type: none"> ▪ If pupils can't read, they can't access other learning, so this must be a priority for intervention. This may mean less time for some other subjects, which is not what we would want in an ideal world, but which feels necessary for us to prioritise in this context ▪ Phonics assessment will be used to inform teaching from year R to year 3 ▪ Recognise that any gaps in children's understanding of core concepts could lead to serious cumulative misconceptions so these should, where possible, be addressed face to face ▪ Increased use of modelling-using visualisers and examples where possible ▪ Expectations made explicitly clear ▪ Being sure to acknowledge the time missed ▪ Be sure to acknowledge anxieties and address misconceptions ▪ re-plan to focus on curriculum fundamentals for each subject ▪ integrate aspects of the humanities and science into English where possible and allow for an increase in cross curricular teaching ▪ Autumn term curriculum days to address gaps in knowledge from previous year ▪ Revisiting concepts and extending to address missed learning ▪ Developmentally appropriate interventions ▪ Explore what the children's interests are in relation to particular topic ▪ Using homework as opportunities to further knowledge ▪ Middle leaders to support teachers in identifying key concepts from the summer term that will need to be built in ▪ teachers will be more granular in their approach using low-stakes, formative assessment to identify gaps or misconceptions-questioning or quizzes ▪ interventions will be used: <ul style="list-style-type: none"> ○ Switch on reading/writing ○ Precision teaching ○ Reading project lead by teachers in all year groups ○ PPG additional intervention 3 x per week 	<ul style="list-style-type: none"> ▪ NC objectives for individual year groups
<p>Level 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.</p>	<ul style="list-style-type: none"> ▪ Be aware of self esteem ▪ Encourage contributions ▪ Reminders of expectations in school learning ▪ Over use of important vocabulary ▪ Heavy focus on wellbeing and basic skills-reading and number ▪ reaffirming good learning behaviours ▪ Brain breaks at regular intervals ▪ Children to identify what they feel their 'gaps' in learning are ▪ Explicitly teaching metacognitive strategies across the year groups in age appropriate ways 	<p>https://learning.nspcc.org.uk/news/2020/april/supporting-children-young-people-mental-health</p> <p>www.youngminds.org.uk</p>

<p>Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.</p>	<ul style="list-style-type: none">▪ Heavy PSHCE focus-thread through all subjects to embed▪ Time for reflection▪ Staff to monitor levels of engagement▪ Trips and experiences will have been missed therefore there will need to be a focus on cultural capital	<p>file:///C:/Users/minke/Downloads/Desert-Island-Values.pdf</p> <p>https://www.headstogether.org.uk/60-second-support/</p> <p>https://www.childrenssociety.org.uk/coronavirus-information-and-support</p> <p>https://www.teritotoi.org/classroom-support/?fbclid=IwAR0Xkgcd9jfnatcjznC3BkPTZ3GFhu1Ed-dY3Haz9gg5TJkCx5ot4sQsyP0</p>
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