

# **St Peter's Church of England Primary School**

## **Covid-19 Returning to School Handbook**



Written by Paul Robinson

Head teacher

March 2021

Version 2

## Contents

### Contents

Contents .....	1
1. Background .....	2
2. Rationale for the Plan .....	2
3. Bubbles .....	5
4. Protective Measures & Arrangements .....	5
5) Organisation of the Day .....	12
6) Break and Lunch .....	14
7) Wrap around care and after school clubs .....	16
8) PPE (Personal Protective Equipment).....	16
9) Office & Communications.....	18
10) Welfare .....	19
11) Evacuation procedures.....	19
12. Staffing .....	19
13. Pupil Attendance.....	20
14. Curriculum and Classroom .....	20
15. Dealing with suspected or confirmed cases of Coronavirus .....	26
16. Day to day issues summary .....	28
17. Risk Assessment and Review .....	28

## 1. Background

The Department for Education published their guidance for schools to return in March 8th 2021. There have been a number of revisions since.

The plan also takes note of guidance from various places including:

- Department for Education
- Guidance for full opening of schools – 8<sup>th</sup> March 2021
- Safe Working Practices guidance (DFE)
- Full Opening of Schools Guidance (DFE)

## 2. Rationale for the Plan

The following planning and guidance document is designed to identify the key aspects of a Covid-ready St Peter's school return, so staff and parents understand and can implement effective systems to increase safety and ensure effective delivery of the school curriculum and learning. It will also outline key aspects including dealing with outbreaks and home learning if required.

### 2a) Three Strands

Throughout this document there is 3 main strands;

- Prevention of infection
- Response to any infection
- Operational plan for continuation of quality teaching

In Summary

### ***Prevention: (DFE Guidance)***

**Prevention You must always:**

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.**
- 2) Ensure face coverings are used in recommended circumstances.**
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.**



- 
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
  - 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
  - 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
  - 7) Keep occupied spaces well ventilated. In specific circumstances:
  - 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
  - 9) Promote and engage in asymptomatic testing, where available. Response to any infection You must always:
  - 10) Promote and engage with the NHS Test and Trace process.
  - 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
  - 12) Contain any outbreak by following local health protection team advice.

#### *Operational plan for continuation or provision*

To ensure effective provision of learning

#### *2b) Safety and well-being for pupils*

At St Peter's we have a very strong ethos of understanding and support of the emotional wellbeing of pupils and with this in mind, these additional principles will need to drive the design of our wider opening plan:

- Ensure that returning children feel emotionally and physically safe at school through the use of our positive implementation of new requirements; use of positive language
- Ensure only essential minimal changes take place in classrooms and wider school areas including class layouts, resources, markings and staggered school timetable .
- Ensure enough time and resources are given to the social and emotional aspects of the curriculum and allow children to express themselves in a safe environment.
- Ensure a mechanism is in place to offer effective 1:1 pastoral support if needed.

- Ensure those not attending due to shielding or illness have similar opportunities where possible through access to remote or supported learning.

### *2c) Safety and well-being of staff*

- Ensure clear mechanisms and opportunities for staff to discuss the situation and raise suggestions or concerns through meetings and SLT asking individuals.
- Ensure effective risk assessments are completed and ensure staff are comfortable / understand the measures in place by issuing the assessments and putting them on the shared drive.
- Ensure clear expectations and systems are in place to support social distancing (where possible) and keeping themselves and each other safe by consistent reminder and putting signs in the staffroom. **Facemask to be worn in the staff room and corridor.**
- Ensure visitors are fully briefed and comply with arrangements. Visitors will be kept to a minimum. **Facemask to be worn.**
- DFE: **In primary schools, face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering. Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering.**

### *2d) Overall safety and well-being*

- Completion of thorough risk assessments, specifically an adapted St Helens MBC RA
- Effective written plans for expectations of pupils, parents and staff.
- A plan that is discussed and contributed to by staff, particularly those who will be delivering in school provision.
- Support for the approach by the governing body.
- Sign off for the risk assessment



### 3. Bubbles

Due to the physical nature of the school and 35 admission criteria, it will be necessary to have larger bubbles than individual classes. This is allowed by the DFE - *'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.'*

Each bubble will:

- Stay as a group throughout the day and not mix with any other bubbles (where possible).
- Have the same adults as much as possible and where this is not the case, ensure staff social distance and have good hygiene. Having various staff is allowed - DFE: *'All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable'*
- Lunch staff will be assigned to a class for supervision and will remain with them from collection to dinner, to play.

### 4. Protective Measures & Arrangements

#### 4a) Expectations of Parents and Staff

- Pupils should not attend school if they are feeling unwell with symptoms of coronavirus (loss of taste/smell, new persistent dry cough or high temperature of 37.8). They should seek a test straight away while self-isolating for 10 days and only stop self-isolating if the test comes back negative.
- Pupils should not attend school if a member of their household has symptoms of coronavirus. **They should self-isolate for 10 days.**
- Parents are expected to collect any pupil who is unwell when notified by the school.



- Parents will be reminded to update their emergency contacts.
- Parents should continue to monitor the health of their child, such as checking their temperature.
- Staff similarly, should not attend work if they or a member of their household are feeling unwell with symptoms of Coronavirus. Staff should follow the usual absence procedures.
- Staff are able to be tested for Coronavirus and must do so if they develop symptoms. Details of how to get tested can be found on the [government website](#).
- Parents must ensure children come into school with a hat, water bottle and sun-cream has been applied if required.
- Pupils should wear school uniform, but there will be a transition time during the first few weeks if uniform has been difficult to come by. **If it is cold, children may bring in extra layers**
- On P.E. days, children should come in wearing their P.E kit with jogging bottoms, school jumper or cardigan and trainers.
- **Although not a requirement**, parents may wish to ensure that children are in fully cleaned clothes each day and clothes worn in school are taken off as soon as returning home and placed straight into the wash.
- Footwear should be a closed shoe as per school uniform policy / trainers for PE days

#### 4b) General Hygiene

- Hand hygiene is very important and should be carried out regularly including the start of the day, after any outdoor play, before and after lunch.
- Children should also wash their hands or use sanitiser if they cough or sneeze in class or have used shared equipment and after using the toilet.
- Children and staff will sanitise their hands as they enter school by being asked to go to the either the classroom sink or toilets to wash with soap and water. We are conscious that the over use of hand sanitizer can cause skin irritation, however it is available in each classroom and stations have been placed throughout the school for minimal random use by pupils.
- Children and staff will be permitted to bring their own hand sanitiser into school as long as it is at least 70% Ethanol.
- Staff should revisit hand hygiene regularly with pupils including a demonstration or by using age appropriate materials.
- **Pedal Bins** will be positioned away from children and staff in each room
- Hand sanitiser could be used for occasional use after coughing and sneezing etc.
- Classrooms will also have a supply of tissues and paper towels.

- Catch it, Bin it, Kill it posters will be displayed to remind children about how to wash their hands. Children will have lessons on hygiene using resources such as <https://e-bug.eu/>
- Bins will be emptied as part of the cleaning schedule during the day and at the end of the day.
- If eating in the classroom - soap and water are best from the classroom sink.
- Gloves are **not recommended** to be worn all the time, as they provide a false sense of safety and are difficult to take off without contamination. However, where a member of staff is treating a pupil or dealing with intimate care, it is recommended gloves and usual PPE is worn and then disposed of safely afterwards
- Ensure children flush toilets and properly clean hands afterwards. Staff should avoid being in the toilet areas unless for cleaning purposes.

#### *4c) Staff Hand washing – specific guidance.*

- Staff hand washing / sanitising should take place at the following points as a minimum:
  - Before leaving for work
  - On arrival at work
  - At regular intervals
  - Before and after eating, touching face
  - After sneezing,
  - After touching a pupil by accident.
- The following measures are recommended for staff care to reduce the risk to them and others:
  - Removal of all hand and wrist jewellery (Single metal ring bands are acceptable)
  - Clean short fingernails and no artificial nails or nail products
  - All cuts or abrasions should be covered with waterproof dressing

#### *4d) Cleaning*

- Cleaning routines will follow the Government guidance and the site manager should keep up to date with guidance from St Helens MBC.
- All classrooms will be cleaned daily to a higher specification.
- Cleaning of class tables will be common place throughout the day using anti bacterial spray.
- Cleaning will take place at the usual times plus additional cleaning of key touch points and toilets during the day.



- Classrooms will have a 'kit' which will include: PPE, anti-bacterial spray, hand sanitiser and tissues. **Staff to check every day and replenish**
- Doors **(not fire doors)** should be left open unless kept closed for safety or security.
- Lights should be left on and pupils told not to use the switches.
- Classrooms will be equipped with cleaning fluid and cloths to wipe surfaces when needed. Staff should wash their hands thoroughly after doing any cleaning.
- Any resources and play equipment (Early Years) used by children should be washed periodically with soap and warm water or put into quarantine for at least 72 hours. Buckets of Milton is an economical way of doing this.
- Staff toilets also have anti-bac toilet spray dispensers fitted to enable staff to clean the toilet before using.
- Caretaker should top up all soap dispensers no matter how full or empty they are. Dispensers should not run empty. **Children should be taught how much soap they need per wash.**



#### 4e) Classrooms

- Desks will be placed in rows with all children facing forward, this will be checked by a member of the SLT as part of the risk assessment
- Children should have a set position/table to sit at and children should not move between tables or groups, wherever possible.
- In Years 1 upwards each child should have a box/container / tray either on their desk or in their desk for their equipment (pens, pencils, glue stick, ruler, rubber etc.) DFE: - *'For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.'*
- Coats should be hung on a cloakroom peg as they enter. **Year 1 / 2 to have their own racks in the classroom.**

- Lunch bags should be placed in the normal place
- A returns box for reading books should be set up so that box can be left for 72 hours before being touched and returned to the shelves.
- Teaching will take place in the classroom space or outdoor spaces. **Before moving to a new space hands must be washed by everyone.**
- Laptops or iPads – if being used should stay within the classroom bubble and should not be shared between children or between bubbles **unless they have been wiped down properly.**
- Windows should be open for ventilation as much as possible.
- The classroom door should be open to avoid touching of handles and enable increased ventilation.
- Children should not use the interactive board.
- Consider sitting children who have additional vulnerabilities in places where there is less movement of children and better ventilation

#### *4f) Distancing and adult to child contact*

- It will be difficult to fully distance staff from pupils especially the younger they are.
- Children will not sit face to face
- Staff should be mindful of other staff in class and around the school, maintaining distancing, where possible.
- There will be reduced and coordinated movement within school, achieved through staggered playtimes, bubbles and careful timetabling of central areas. Therefore, there is no need for a one-way system as enforcing it could increase the times children and staff are in the corridors. However, staff and children will be encouraged to continue with a 'stay left approach'
- Children should be limited in using the main corridors or other shared spaces as much as possible; shortest exit routes should be used – e.g., classroom external doors in Class A, B and C
- The number of pupils inside the toilets must be limited. Staff should be mindful not to send more than one child to the toilet at the same time. The only exception to this is for handwashing times and if supervised, the number allowed in is equal to the number of sinks, but avoid crowding. **Staff should check how crowded the corridor is before releasing children.**
- The SLT are aware of how the washing of hands will cut into class time; however measures such as staggered hand washing during a lesson, bringing coats into the classroom, using the class sink until the hot water runs out and adjusting the delivery of the lesson may save time.

- Staff should avoid getting too close to children whilst offering help.

*4g) Specific Year Group guidance DFE - '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'*

- Classrooms:

○ ALL BUBBLES:

Bubble 1: Rec & Rec/Y1

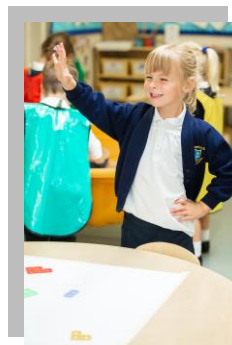
Bubble 2: Y1/2 & Y2 (reduce wherever possible)

Bubble 3: Year 3

Bubble 4: Year 4

Bubble 5: Year 5

Bubble 6: Year 6



Bubble 1. Children have free flow access to equipment while the teachers remain at least 2 metres whenever possible; access to outdoors for large proportion of the session; clearly marked carpet spaces for children.

Cleaning or rotation arrangements for equipment where possible

It is accepted *'that younger children will not be able to maintain social distancing'*

○ Year Class B & C : EYFS & Year 1 / 2:

▪ Year 1 / 2 to have desks - Year Reception / Year 1 – no desks

▪ Year 2 will be table based using their own equipment as specified previously

*4h) Outdoor Spaces*

- Using the outdoors is encouraged although staff should be mindful of sun exposure. Parents will be encouraged to be aware of this too and provide appropriate protection (hat and cream etc.)
- The field, when cut, will be able to be timetabled.
- The playground will be split into two sections to ensure bubbles are not mixing (see playground rota)
- Children will need to be shown how to play whilst attempting to keep a social distance, while staff will understand that this will be tricky for some children to achieve. In these cases, staff should ensure they are keeping a good supervisory distance away and maintaining the child to adult social distancing.
- Equipment MUST NOT be shared between bubbles unless it has either been cleaned.

#### 4i) Staff shared equipment and spaces

##### *Staff room*

- Staggered breaks/lunches will help distancing
- Spacing in the staffroom to be applied through allocated chairs. 1 person per two seater chair.
- Windows to be open.
- Additional rooms identified (LRC) for eating to support social distancing
- Staff can eat in their bubble room space
- All staff to sanitise hands before entering staff room, before eating, after eating, and on leaving the room
- Masks to be worn

##### *Photocopy and other shared resources (phone etc.)*

- Wash hands before and after use; sanitiser or anti-bac wipes will be available by key shared devices
- Devices cleaned during the day, as per cleaning rota

##### *Movement around site*

- Keep 2m distance from all others
- Avoid touching rails and handles if you can
- Wash hands / sanitise before and after movement around the building

#### 4j) Reducing touch points and transmission

- Be aware of what you are touching, especially in shared spaces; wash your hands regularly.
- Staff should not hug each other and keep to social distance guidelines.
- Key doors will be propped open to avoid the need to touch handles
- Security doors should be kept closed, including all external doors and office doors
  - Fire doors should be kept closed apart from the following which have been risk assessed - Double doors in the main corridor. Magnetic locks.

#### 4k) Children's toilets

##### *Reception*

- Normal toilets for boys and girls. It will be expected that the children will have toileting issues as they are so new to the school regime. Children will be monitored as much as possible; however it will be difficult to limit their toilet time initially.

*Year 1 upwards:*

- Staff should check to see if toilets are free (KS1)
- Children can go in 3 at a time and then line up
- Parents will be encouraged to ensure all children go to the toilet just before they leave for school.

Toilet at break and lunch

- Children should be encouraged to use the toilet before break and lunch – in a staggered way - the timing of this is to be monitored.

## 5) Organisation of the Day

*5a) Start and End of Day*

- Staggered start and end times will be in place as follows:
- Start of the day

Year Group	Arrival time	Location	Pick up time	Location
Reception	8.45am	Sensory Zone	3.10pm	Sensory Zone
Reception / Year 1	8.45am	Playground	3.10pm	Playground
Year 1 / 2	8.55am	Playground to class door	3.15pm	Playground
Year 2	9.00am	Playground	3.20pm	Sensory Zone
Year 3	8.55am	Playground	3.25pm	Playground
Year 4	8.45am	Playground	3.25pm	Hall
Year 5	8.45am	Playground	3.30pm	Playground
Year 6	8.55am	Playground	3.30pm	Playground

- Crowd barriers with markings will aid parents and pupils to arrive and leave safely.
- Only one parent should come with a child to school to minimise the number of adults on site.
- Parents will not be allowed to wait on site in the morning; they will be encouraged to drop off promptly and leave via the blue exit barriers

- There will be a one-way system on the playground.
- Head teacher and any additional staff will be out in the mornings and after school where possible to monitor social distancing and to welcome the children
- Late pick up children: Children will need to be separated if they are in different bubbles. Children to sit in the corridor up to hall and wait to be called.
- Little Foxes Breakfast and After school club will resume from March 8th and will need to social distance as much as practically possible. All children are expected to remain in their bubbles.

*5b) Arrival procedures:*

- Teacher to receive the children and send them into their classrooms
- The class TA will be there to show them to their cloakroom then classroom
- Teachers to have put names on tables for each child to help with this on the first day.
- Siblings must come in at the earliest sibling designated time.

*5c) Pick up procedures*

- Parents will enter the playground via the signed crowd barriers.
- They will wait in line and children will be called when it is their turn
- Parent and pupil will then leave via the blue barriers.
- Year 5 & 6 - Teachers must come out to match up children with parents to pupils to ensure social distancing takes place and children do not leave in a big huddle.
- Younger siblings will wait in Year 1 / 2 for pick up. Parents should come at the latest designated sibling time.

*5d) Drop off lates:*

- Parents informed about the importance of arriving on time to drop off / collect
- Staff will be outside on duty for the drop of duration and will bring in any initial lates
- After the gates are locked parents will need to bring children around to the main office, but should not come into the building. A member of staff will usher the child in. The child will sanitise their hands and be escorted / sent to their classroom.

*5e) Pick up lates:*

- If a parent is 10 minutes or more late, staff should alert the main office and phone calls will be made.

## 6) Break and Lunch

### 6a) Break times

Zone A - Key Stage 1 side

Zone B - Muga side

Year Group	Time	Zone A Grassed area	Zone B Middle	Zone C Mugga
Reception	Free play	xxxx		
Rec / Year 1	10.10am	xxxx		
Year 1 / Year 2	10.25am		xxxx	
Year 2	10.25am			xxxx
Year 3	10.35am		xxxx	
Year 4	10.35am			xxxx
Year 5	10.50am		xxxx	
Year 6	10.50am			xxxx

### 6b)

Hot meals to start immediately

*Classes must go to play all at once, not as they finish their lunch*

- Toilets when outside:
  - Need to go before or after dinner. During lunchtime, children use their designated toilet.
  - Regular cleaning will take place
- Wet dinner - children to stay indoors and watch a film or play games.

---

 Lunchtime timetable:

Classroom	Eat Lunch	Time outside	Zone	Mins
Rec / Year 1	11.30am – 12.00pm	12pm – 12.30pm	A	60 mins
Class C	11.30am – 12pm	12pm – 12.30pm	B	60 mins
Class D	12pm – 12.30pm	11.30am – 12pm	C	60 mins
Classroom				
3 & 4	12.30pm – 1.00pm	1.00pm – 1.30pm	Year 3 – B Year 4 – C	60 mins
5 & 6	1.00 pm – 1.30pm	12.30pm -1.00pm	Year 5 – B Year 6 - C	60 mins

## 6c) Break time:

*(These are negotiable and may vary according to what lesson is being taught)*

## Reception – free play

Recep / Y1 – 1.50pm / C&D – 2.00pm

Juniors – If and when required. (check for PE schedule)

## 6d) Break time: arrangements

Cover – staff should go out with their own children – one member of staff per group – other member may use this time for a break and then take over when the children are back in.

Children can use a limited amount of equipment, but **MUST** wash hands in class when they come in. **(ABSOLUTELY NO TEAM GAMES / SHARING OF EQUIPMENT SUCH AS FOOTBALLS / BIKES)**

- Teachers to take their class onto the playground and must be aware of other year groups and keep their distance / take turns.
- Hand washing must take place before and after break.
- Toilets: Children need to go before or after break. In an emergency, children may go.
- Children may still bring in their snacks. **NO DRINKS WILL BE SERVED -Children need to bring their own drinks or fill up water from the taps.**
- Wet Break:



- Children stay in classrooms

The communal trim trails on the field and playground to be kept out of use to save on cleaning arrangements and time.

## 7) Wrap around care and after school clubs

Little Foxes will start on Monday 8<sup>th</sup> March. They will ensure children remain in bubbles and provision has been made for safe drop off and pick up procedures both internally and externally.

### 7a) After school clubs

- There will be no mixing of bubbles.

### 7b) Children's general movement around school – monitors etc

- Ideally children should not be moving around school unsupervised. Pupil responsibilities should be suspended until further notice.

## 8) PPE (Personal Protective Equipment)

### 8a) PPE VIDEO and guidance

ALL STAFF MUST WATCH:

<https://www.youtube.com/watch?v=vs9ZMSghbck>



- Guidance from the Government states that most staff will not need PPE.
- If staff wish to wear their own mask, then that is a personal choice.
- Full PPE is available for welfare matters, such as looking after an unwell child or first aid and those who will be responsible for this will receive training on effective use of PPE

- We have a supply of masks, gloves and aprons for intimate care and welfare issues, including dealing with first aid where the child cannot administer it themselves.
- If a parent requires their child to wear a mask, then they should contact the school office to discuss this. Staff should not assist with the mask or handle it in any way.
- No specific clothing is required to be worn and some staff may choose to wear clean clothes each day.
- The staff dress code is relaxed but should remain smart.
- The following are available to use for general protection and are optional for staff
  - Disposable aprons
  - Disposable gloves
  - Fluid resistant face mask
- If dealing with a child for close care the above SHOULD be worn as a minimum
- If dealing with a child who is symptomatic the above MUST be worn with the addition of goggles if fluid is involved

#### *8b) Donning and Removing PPE*

##### *Donning PPE order*

1. Apron
2. Mask
3. Eye Protection
4. Gloves

##### *Removing PPE order*

1. Gloves
2. Apron
3. Eye Protection
4. Mask
5. Wash Hands

#### *8c) Disposal of PPE*

- General PPE waste to be double bagged in bags and placed in your general lidded bin in your room.
- Symptomatic PPE waste to be double bagged
- Staff reusable masks must not be left on any shared surfaces and should be taken home daily and when not in use should be stored in a bag (e.g. zip lock sandwich bag)

## 9) Office & Communications

### 9a) Office area guidance

- The office will be open to essential visitors only, with parents encouraged to communicate via email or telephone.
- The office will be open for reduced hours
- The office window will remain closed and an additional screen is in place to protect staff within the office.
- Teachers should meet parents face to face as a last resort unless there is a safeguarding issue. All communication should be via the phone or email.
- 2m distancing will be adhered to for those waiting to be seen on the inward path
- Weekly parent updates will continue.
- No children or staff should enter the admin office, other than those staff designated to work in there.

### 9b) PPA Room

- No more than two members of staff in the PPA room, masks to be worn if more than one. Staff should find alternative rooms if this is full.

## 10) Welfare

- There will be at least one member of the senior leadership/ pastoral / first aid team present each day to deal with sickness, injuries and those pupils feeling unwell; these will be trained in using PPE. Please contact the main office or leadership office if someone is needed.
- Where possible, all minor injuries should be dealt with within the bubbles and children should be encouraged to self-administer where possible e.g. plaster. You do not need to be a qualified first aider to administer a plaster.
- PPE will be available for any member of staff who requires it to assist with a pupil in close proximity, including personal care.
- Any supported changing of a child's clothes should be done with PPE, changing the child from the side in a ventilated room if possible. Hands and wrists should be thoroughly cleaned afterwards.

## 11) Evacuation procedures

- Keep social distancing whenever possible
- Exit through external doors onto the playground

- Children to line up 2m apart from any other bubble and spaced out as much as possible within their own class
- All other procedures the same
- Fire drills to take place **once every half term**

## 12. Staffing

### 12a) Safeguarding

- There will be a member of the Safeguarding Team on site - Paul Robinson, Michelle Colley - Donna Harrison. Staff with concerns should contact the onsite DSL for advice in the first instance. Further advice should then be sought from the Lead DSL. Staff should use CPOMS to log any safeguarding or pastoral concerns.
- Safeguarding procedures remain the same.

### 12b) Critically Extremely Vulnerable Staff or Household

- All staff are expected to return to work unless they have a shielding letter.
- Occupational health advice is that the risk assessments and control measures in place for everyone are adequate for all staff, but those staff who have a higher risk of complications should ensure they take extra care of their own hygiene and social distancing. The risk assessment has been updated to recognise these changes.
- Referrals to occupational health will be offered; this is an offer to all staff and may help where members of staff require additional reassurance or consideration in specific individual cases. E.g. medical & age

### 12c) Staff Absence

- Absence should continue to be reported to a member of the SLT from 6.30am and by 7:30am each morning.
- Absence procedures resume for all other absences.
- Any staff required to self-isolate and who are well enough to do so, will continue to provide learning opportunities and planning for their class and will be deemed as remote learning. If they are ill while self-isolating, staff must contact the office and the absence will be recorded as sickness.

### 12d) Meetings and Communications

- Teacher Inset will take place in a classroom (or via Teams) with each teacher on a separate table.

- There will be no Friday briefings until further notice. All staff are asked to watch their emails for information.
- Staff are encouraged to share any suggestions or concerns with the leadership team so we can consider any changes to the arrangements. We must remember that this is new to everyone and improvements can always be made.

### 13. Pupil Attendance

A letter to parents outlining the final plan has been sent to parents and will be sent again before opening.

This will outline:

- What the provision will look like including timings, break and lunches, drop off and pick up arrangements, and before and after school care.
- Parents expectations
- What to do regarding absence and sickness
- Reminder of the key symptoms

#### 13a) Which children should not attend school?

- have symptoms or have had a positive test result • live with someone who has symptoms or has tested positive and are a household contact • are a close contact of someone who has coronavirus (COVID-19)

#### 13b) Reporting Absence

- Registers will remain open for 10 minutes after the last arrival time on the plan; staff will now record lates themselves using the code L on the register.

### 14. Curriculum and Classroom

#### 14a) Adapted provision

DFE – February 2021

You should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress. The key principles that underpin our advice on curriculum planning are as follows:

- Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life.

- 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. Informed by these principles, you should meet the following key curriculum expectations:

- Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils' knowledge. You should ensure that curriculum planning is informed both by an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure.

**Key Stages 1 and 2** For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing 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. You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.

**Relationships, sex and health education** (RSHE) Schools are required to provide some relationships, sex and health education to all secondary age pupils in the academic year 2020 to 2021, and to provide some relationships and health education to all primary age pupils.

St Peter's provision will include:

- A recovery curriculum that closes the gaps
- An increase in physical and outdoor activity
- Increased PSHE mental health and well-being activities through Jigsaw
- Increased opportunities within lessons for the following
  - Talk
  - Group work
  - Play/social activities
  - Reflection

## Recovery Curriculum

Our recovery curriculum needs to balance how to learn This is summarised from the work of Barry Carpenter, taken from his Recovery Curriculum model

Lever 1: Relationships – we can't expect all our pupils 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.

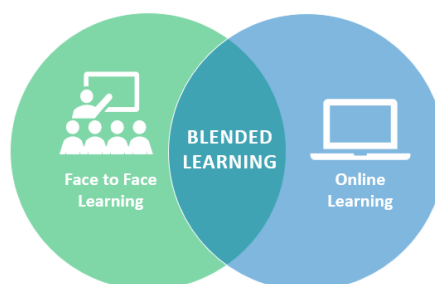
Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school

Lever 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

Lever 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

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

### 14b) Blended learning



We must continue to prepare and plan for a second closure / lockdown either of the whole school or of certain classes.

We also need to ensure effective provision is in place for those children who may need to self-isolate. Key consideration should include:

- Does the child have access to technology?
- Are we able to send paper versions of lessons?
- Could aspects of the introductions be recorded / streamed?
- Can the child Zoom in for the whole lesson live (muted classroom when)?

By the end of September, we will ensure a full blended / home learning policy and procedures are in place for additional preparations made for a second Covid Lock down.

The Head teacher fully expects on line MS Team lessons to take place if St Peter's is closed and preparation will be made to facilitate this.

#### 14c) Collective Worship

Worship will take place at the discretion of the teacher and every Thursday morning with Canon Grey.

#### 14d) Feedback to Pupils

- Children will continue to need reassurance and feedback from their teachers. However, this needs to be balanced with reducing the risk of staff touching lots of books.
- Marking is considered an activity that can be completed by teachers.
- Teachers should increase self-marking, and should limit close proximity feedback.
- Books may be taken home, but it is preferable that marking is completed in school
- Books can be marked after a lesson or at the end of the day, but staff should wash hands before and after.

#### 14e) Physical activity and Singing

- Singing is allowed in small groups in the hall – children must face forwards and staff should not stand in front of the children whilst singing. Singing is encouraged.
- PE and sport should take place including team sports – Team sport skills can be taught, but actual games are still not allowed. For example, in football, the skills of passing and control. Contact Andrew Moorcroft for planning ideas. Equipment should be cleaned after use.



#### *14f) Support for Vulnerable Pupils*

- Parents will be advised to start talking and preparing their children to transition back to school, even walking up to the gate they will be coming in through.
- We will consider approaches to 'catch up' and support for all vulnerable groups
- Staff should alert the pastoral team via CPOMs to any emerging pastoral needs
- Our pastoral care team run by Donna Harrison will meet in the first week to develop a strategy for children who have displayed vulnerable tendencies.

#### *14g) Pupil Assessment and Reporting - David Badley*

AFL will be a balance of summative and formative assessment. We do need to know where they are and what gaps to bridge so assessment must take place. Parents will be expecting to know exactly where their children are by the next parents evening. Parents are to be informed if we have children who giving us severe concern.

#### *14h) General classroom guidance including use of resources*

- Ensure good ventilation; keep windows open
- Staff do not accept any cash/payments through class, anything sent in returned to parents.
- Consider outdoor learning and activities where possible
- **Reception - Donna Harrison**
  - Reduce / split resources into daily set up boxes
  - At the end of the day quarantine shared equipment (rotation of equipment)  
OR wash / wipe down equipment
  - Maximise outside learning and play
  - Sand and water can be used but replenished regularly
  - Support social distancing by removing multiple chairs from around tables (1-2 chairs max per area)
  - Encourage children to be outdoors or separate
  - Social distance spots on carpets for group time

- **Year 1 / 2 upwards:**

- Tables facing forwards, in rows
- Teacher Zone area taped off
- Maximise outdoor learning across all subjects where possible
- Children have the same seat and own equipment.

Other malleable equipment (such as playdough) can be used but needs to be regularly changed or quarantined for at least 72 hours.

#### *14i) Curriculum restrictions*

- **Inside**

- Minimise movement around room

- **Outside**

- Physical activity lessons - Andrew Moorcroft to provide lessons from banks of resources.
  - Increase distance between children wherever possible by adapting games / provision
  - Minimise sharing of resources e.g. have own ball or ensure good hygiene after play
  - Wipe down equipment after use or put into quarantine for at least 72hrs

#### *14j) Use of External curriculum providers*

- Music services will set up in the LRC and Music room



## 15. Dealing with suspected or confirmed cases of Coronavirus

### *15a) Suspected case of coronavirus within school*

If a child becomes unwell with symptoms of Coronavirus while in school and needs direct personal care until they can return home, then a face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child is necessary, then disposable gloves, a disposable apron and a 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 - goggles. Full PPE kit is available in the upper room. Basic PPE kits will be available in each class and additional material centrally stored.

- Any child displaying symptoms will need to be taken to the old entrance room, as this has been identified as the holding room for anyone with symptoms, whilst waiting to be collected.
- Anyone with symptoms will need to be tested and will be expected to inform the school to ensure that prompt action has been taken; the result of this test will need to be given to school as soon as it is known.
- Parents and staff will NOT be informed that someone from the year group is being tested as this may only be precautionary, but this decision will be made on a case by case basis. Staff will be alerted and should continue to social distance and maintain high levels of hygiene.
- While waiting for results, a deep clean of the classroom will take place **after 72 hours**

### *15b) Confirmed case of coronavirus within school*

- If a child or adult tests positive for Coronavirus they should self-isolate for at least 10 days and their household should also self-isolate for 10 days. All pupils in the class and those who they have been in close contact with should also self-isolate for 10 days. Any wider isolation or closure will be discussed with Public Health England
- If the member of staff in the class bubble where a child has tested positive, has had contact with other children or staff, it is not necessary for those children or staff to self-isolate unless the member of staff themselves tests positive. It is recommended that the member of staff is tested wherever possible. We will look at each case by case basis and may result in closing to certain classes/year groups

- As part of the Government's track and trace program, the local health investigation team may carry out an assessment at the school if there is an outbreak across the setting. They will advise on future action.
- Deep clean of core areas will take place
- Core reminders of hygiene for those remaining in school on return

## 16. Day to day issues summary

### 16a) First aid

- Where possible, pass first aid items to child to do themselves e.g wipe and plaster
- Staff member should don PPE from class PPE box if they feel comfortable to deal with the issue following the basic training guidance
- Usual first aid reporting should take place
- Lunchtime supervisors will deal with minor injuries in their own year group bubbles and call for assistance where a second opinion is needed.

### 16b) Managing Social Distancing of children

#### - 17. Risk Assessment and Review

We have developed a comprehensive risk assessment which will be kept under review based on any new guidance and experience.

If you feel there are some additional measures which would make you feel safer in school, please share with a member of the leadership team.

This handbook will be reviewed regularly, and changes made to meet the current guidance and situation and staff will be informed of any changes. It is inevitable that changes will have to be made.

Each version of this document will be dated.

