

## Red Hall Primary School Recovery Plan September 2020

- Date issued to staff: July 2020
  - Reviewed and reissued: October 2020
- For the purpose of this recovery plan, the term ‘coronavirus’ to refer to coronavirus disease 2019 (COVID-19).
  - Schools must ensure that this recovery plan reflects the local setting and context of the school. Staff must be consulted with regard to this recovery plan (this must take into consideration all types of workers including agency workers, casual staff and contractors and any other adult on site as well as your permanent staff).
  - This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
  - For further reference, <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> including the documents below, issued on the 2<sup>nd</sup> July 2020:
    - <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
    - <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>
    - <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>
    - <https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/>
    - <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
    - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
    - <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>
    - <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>
    - <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>

Key:	
Risk Description:	Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.
Risk Controls:	The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context.
Impact:	Could be L/M/H or numeric, depending on what is used in the school setting.
Likelihood:	Could be L/M/H or numeric, depending on what is used in the school setting. <b>NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.</b>
Responsible person:	The identified staff member(s) responsible for implementing the risk controls.
Completion Date:	The date by which required plans for controls will be in place. <b>To support planning, identify which controls need to be in place before pupils return to the setting. Individual schools can then personalise to their own setting.</b>
Line Manager Check:	Sign off to ensure that the risk has been minimised as far as possible.

Risk/Description Area of Concern	Risk Controls	Level of Risk is now	Likelihood	Responsible Person	Planned Completion Date
The school lapses in following national guidelines and advice, putting everyone at risk	<p>To ensure that all relevant guidance is followed and communicated:</p> <ul style="list-style-type: none"> <li>• The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care and PHE, and review its risk assessment accordingly</li> <li>• Information on the school website is updated.</li> <li>• Pupils updated via classrooms/email/text as necessary.</li> <li>• Any change in information to be shared with Chair of Governors and passed on to parents and staff by email</li> <li>• Posters reminding all stakeholders about behaviours expected both within and outside of school</li> <li>• Communication with school community to ensure that face masks are worn within the school setting</li> <li>• Contact with parents who are not adhering to the guidance, follow up with a letter</li> </ul> <p>As a result, the school has the most recent information from the government, and this is distributed throughout the school community.</p>	Low	Low	Helen Tomlinson	<p>1<sup>st</sup> September 2020</p> <p>23<sup>rd</sup> October 2020</p>

<p>Lack of awareness of policies and procedures</p>	<ul style="list-style-type: none"> <li>• School leaders will ensure that all policies impacted on by coronavirus controls are updated</li> <li>• All staff, pupils and volunteers will make themselves aware of all relevant policies and procedures including, but not limited to, the following: <ul style="list-style-type: none"> <li>- Health and Safety Policy</li> <li>- Infection Control Procedures</li> <li>- First Aid Policy</li> <li>- Intimate care policy</li> <li>- Behaviour policy</li> <li>- Staff absence reporting procedures</li> <li>- Safeguarding procedures</li> </ul> </li> <li>• All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> <li>- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>- The Health Protection (Notification) Regulations 2010</li> <li>- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'</li> <li>- DfE and PHE (2020) 'COVID-19: guidance for educational settings'</li> </ul> </li> <li>• The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training.</li> <li>• Staff are made aware of the school's infection control procedures in relation to coronavirus via email</li> <li>• New staff to school must be fully inducted using school induction process</li> </ul>	<p>Low</p>	<p>Low</p>	<p>Hena Patel Helen Tomlinson Hollie Shaw</p>	<p>1<sup>st</sup> September 2020</p>
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	<ul style="list-style-type: none"> <li>• Parents are made aware of the school's infection control procedures in relation to coronavirus via letter/social media/poster at entrance to school – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus</li> <li>• Pupils are made aware of the school's infection control procedures in relation to coronavirus via a coordinated programme of delivery from staff on the morning of their phased return</li> </ul>				
Poor communication with parents and other stakeholders	<ul style="list-style-type: none"> <li>• All staff/pupils aware of current actions and requirements and reminded frequently using school communication systems</li> <li>• Headteacher to share recovery plan with all staff</li> <li>• Parents notified of recovery plan and shared with parents via website.</li> <li>• As a result, all pupils and all staff working with pupils are adhering to current advice.</li> </ul>	Low	Low	Helen Tomlinson	1 <sup>st</sup> September 2020

<p>Insufficient staff to run face-to-sessions for pupils.</p>	<ul style="list-style-type: none"> <li>• Leaders to ensure that they have a complete list of shielded (clinically extremely vulnerable) and clinically vulnerable adults for their school</li> <li>• Protocols for staff to inform leaders if they need to self-isolate are clearly in place</li> <li>• Leaders ensure there is a rota in place for cover in the instance that staff need to self-isolate.</li> <li>• Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies).</li> </ul> <p>As a result, sufficient staff cover in place to provide the face-to-face support sessions for pupils.</p>	<p>Low</p>	<p>Low</p>	<p>Helen Tomlinson Hollie Shaw</p>	<p>1<sup>st</sup> September 2020</p>
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<p>Risk of infection may be high due to groups of pupils and staff all returning at the same time</p>	<ul style="list-style-type: none"> <li>• Only children and staff who are symptom free or who have completed the isolation period are allowed to attend school</li> <li>• Non-attendance will be penalised</li> <li>• Integris system to be used for recording daily attendance</li> <li>• Parents will be expected to contact school if we were expecting them into school and they have not arrived as per the Attendance Policy</li> <li>• Staggered entry times: <ul style="list-style-type: none"> <li>○ Nursery 8.30am via Nursery door and pm session 12.15pm</li> <li>○ Nursery 30 hour pupils enter at 8.30am</li> <li>○ Reception 8.30am via playground entrance from Bank Road. Parents/carers are not permitted onto the Early Years playground.</li> <li>○ Y1 via green picket fence 2m back at 8.45am</li> <li>○ Y2 via green picket fence 2m back at 9am</li> <li>○ Y3/4 via Junior site 8.45am</li> <li>○ Y5/6 via Junior site 9am</li> <li>○ No parents on the playground. 2m line to signal distance. One way system in place.</li> </ul> </li> <li>• Families with children in multiple year groups to drop child with the earliest time first</li> <li>• Playground markings will signal the 1 way walking system and queuing to drop off children.</li> <li>• Only 1 adult is permitted to drop and collect child off at school.</li> <li>• Staggered exit times: <ul style="list-style-type: none"> <li>○ Nursery Morning 11.30am (10.30am induction time) and afternoon nursery 2.30pm via Nursery door (this is during induction process)</li> <li>○ Nursery afternoon 2.30pm</li> <li>○ Nursery 30 hour children to exit at 2.30pm</li> </ul> </li> </ul>	<p>Low</p>	<p>Low</p>	<p>Helen Tomlinson</p>	<p>1<sup>st</sup> September 2020</p>
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	<ul style="list-style-type: none"> <li>○ Reception via lower Reception playground time 2.45pm. This will follow the staggered induction and will be the normal end time.</li> <li>○ Y1 via green picket fence 2.50pm</li> <li>○ Y2 via green picket fence 3pm</li> <li>○ Y3/4 via Junior playground 3.05pm</li> <li>○ Y5/6 via Junior playground 3.20pm</li> </ul> <p>One way system is in place across the whole school. Line markings to support where parents should stand and wait: Line for Y1, Line for Y2, 3 lines for Y3/4, 3 lines for Y5/6</p> <p>Infant site- children and parents will enter school via the Bank Road entrance. They will exit school via the Zoar Street Exit.</p> <p>Junior site- Children and parents will enter via the top carpark gate and will exit via the lower carpark gate.</p> <ul style="list-style-type: none"> <li>● Playground markings will signal the one way walking system and 1m queuing to drop off children.</li> <li>● Infant site will have 2 line markings for Y1 queue and Y2 queue.</li> <li>● Junior site will have 3 line markings for each of the three classes Y3/4 which will be used again for the three classes in Y5/6</li> <li>● Only 1 adult is permitted to drop and collect child off at school.</li> <li>● Child will be dismissed to the parent as they become first in the queue</li> <li>● Parents are to leave the school premises promptly after dropping off their child. There must be no congregation of parents around the school site or near the school access points.</li> </ul>				
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	<ul style="list-style-type: none"> <li>No parents are allowed onto the junior site playground, the EYFS playground and only queuing and exiting allowed on KS1 playground</li> </ul>				
Risk of near miss or accident on car park where children and parents are entering onto school site	<p>Beginning of the day</p> <ul style="list-style-type: none"> <li>Infant site car park gate to be pulled to with bolt into floor at 8.25am. Pulled back open at 9.15am</li> <li>Junior site car park gate to be pulled to with bolt into floor at 8.30am. Pulled back open at 9.15am</li> </ul> <p>End of the day</p> <ul style="list-style-type: none"> <li>Infant site car park gate to be pulled to with bolt into floor at 2.30pm. Pulled back open at 3.25pm</li> <li>Junior site car park gate to be pulled to with bolt into floor 2.45pm. Pulled back open at 3.30pm/</li> </ul>	Medium	Low	John Thorne	1 <sup>st</sup> September 2020
Risk of spread of infection from external visitors	<ul style="list-style-type: none"> <li>Attendance to the school will be restricted to pupils and staff</li> <li>Only pre organised and agreed visitors will be allowed into school (e.g. Health and Safety maintenance). No parents/carers are to come to the main reception.</li> <li>Toilet in front reception is locked and not available to visitors</li> <li>Contractors only allowed on site if symptom free. All contractors to complete risk assessment induction and sign to show understanding (folder kept in front office) Contractors working in spaces away from children, not to use staffroom.</li> <li>Where essential maintenance is required where possible this should be done outside of normal school day.</li> <li>Gates will be closed at 9.15am on both sites and access into school is not possible. This will be marked as unauthorised absence in the register. Admin staff cannot supervise late entry to school onto the Infant site.</li> </ul>	Low	Medium	Hena Patel	1 <sup>st</sup> September 2020

	<ul style="list-style-type: none"> <li>• Clear signage will be in place regarding social distancing and exit/entrances</li> </ul>				
Pupil movement between lesson, at breaktime and lunchtime increases the risk of infection. Need for physical distancing/grouping	<ul style="list-style-type: none"> <li>• Nursery cohort are classed as a bubble</li> <li>• Reception cohort are classed as a bubble</li> <li>• Y1 –Y2 each class is a distinct bubble.</li> <li>• Y3_4 are one bubble. This incorporates all 3 classes. This is due to them sharing toilets, lining close together at the end of the day, using the dining room at lunch time.</li> <li>• Y5_6 are one bubble. This incorporates all 3 classes. This is due to them sharing toilets, lining close together at the end of the day, using the dining room at lunch time, moving for maths lessons.</li> <li>• Nursery will be based in Nursery unit. They will access Nursery toilets</li> <li>• Reception will be based in Reception unit. They will access Reception toilets</li> <li>• Y1 will be based in 1C and 1M. They will access toilets outside 1C</li> <li>• Y2 will be based in 2D and 2M and access toilets by Y2</li> <li>• Y3-4 will be based in 3/4 F, 3/4J and 3/4G and use the toilets be the dining hall</li> <li>• Y5/6 will be based in 5/6L, 5/6W and 5/6CJ and will use the toilets in the 5/6 block only</li> <li>• Once children are within their classroom there should be minimal movement out of their classroom.</li> </ul>	Low	Medium	Helen Tomlinson	1 <sup>st</sup> September 2020 <a href="#">16<sup>th</sup> October 2020</a>
Spread of infection in classrooms/shared areas.	<ul style="list-style-type: none"> <li>• Anyone wearing non-disposable face coverings when arriving to school will be expected to bring a plastic bag to keep these in during the school day. If they're using disposable face coverings, these will be put in a covered bin.</li> <li>• Pupils wearing any sort of face covering when arriving to school will wash their hands on arrival (as</li> </ul>	Low	Medium	Helen Tomlinson	1 <sup>st</sup> September 2020

	<p>all pupils will), dispose of/store the covering, and wash their hands again before going to their classroom.</p> <ul style="list-style-type: none"> <li>• Pupils will be made aware that they mustn't touch the front of the covering during use or removal.</li> <li>• Learning Desks will be placed as far apart as is possible with children allocated the same desk space and chair each day.</li> <li>• Children cannot change seats for different lessons.</li> <li>• Name cards to be placed on the desk to show who is sitting where (NOT stuck down)</li> <li>• Individual trays will store stationery for each child. These can be placed in the tray units.</li> <li>• No pencil cases to be brought into school or personal stationery items</li> <li>• No central table tidies/resources allowed</li> <li>• No laminated resources stuck onto tables</li> <li>• Classroom environments will be 'non cluttered' minimal furniture and items. All top surfaces will be cleared so they can be wiped down each day</li> <li>• Unnecessary furniture will be moved out of classrooms</li> <li>• Promotion of reading to still occur in classroom</li> <li>• Coat pegs can be used. Where possible space out.</li> <li>• Y6 to use lockers for lunch boxes and coats (this is all they should be bringing into school)</li> <li>• Water bottles should be placed in front of child on their desk or under chair where they are seated</li> <li>• Y1+Y2 lunch boxes to be stored under table space</li> <li>• Y3+4 lunch boxes to be stored on blue trollies within the dining room. Separate trolley for each class. Children to sit in their allocated space at lunchtime in the dining hall.</li> <li>• Cleaning of dining room tables and surfaces between Y3+4 and Y5+6 times.</li> </ul>				
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	<ul style="list-style-type: none"> <li>• Y5 lunch boxes to be stored in boxes and moved to the dining room ready for lunch time. Separate boxes for each class. Children to sit in their allocated space at lunchtime in the dining hall.</li> <li>• Y6 lunch boxes to be stored in their lockers until lunch time. Children to collect at lunchtime and walk with them to the dining room. Children to sit in their allocated space at lunchtime in the dining hall.</li> <li>• Early years: storage of lunch boxes must be spaced so they do not touch. Water bottles must be stored so that they do not touch.</li> <li>• PE lessons should where possible take place outside. No contact sports. Equipment to be thoroughly cleaned after sessions.</li> <li>• Children to come to school in PE kit on the day they have with LC</li> <li>• Resources that are shared between classes or bubbles such as sports, art or science equipment should be cleaned frequently and meticulously or rotated allowing them to be unused for a period of 48 hours or 72 hours for plastics</li> <li>• Reading books will be sent out on a Monday and returned on a Friday. Books returned will be quarantined in the “book hospital” for a minimum of 48 hours before being returned to shared shelving units. Online reading materials to be shared</li> <li>• Spare reading books are in situ in empty Y3/4 classroom. For our most vulnerable children packs could be created which are sent home and remain at home</li> <li>• Outdoor space will be used where possible – Y1 to set up under the canopy as there is a clear learning outdoor space. They can access this throughout the day.</li> <li>• Y5/6 set for maths only- Children will remain in their class bubbles where possible- those children moving</li> </ul>				
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	<p>to HS bubble will sit in particular seats keeping to 'class bubbles' area will be cleaned after each session. Children to bring their personal equipment with them.</p> <ul style="list-style-type: none"> <li>• Phonic groups to be taught in classroom bubbles with the teacher and TA for that class delivering to those children.</li> <li>• Use of disinfectant spray to be used by adults only. Must be stored out of reach of children within classrooms</li> <li>• No assemblies in hall- class assemblies each day, zoom praise assembly on Fridays.</li> <li>• Staff meeting and SLT will be held virtually. External training will be provided virtually.</li> </ul> <p>Break-times</p> <ul style="list-style-type: none"> <li>• Only one phase out at one time</li> <li>• Break time one: 10:15- 10:30</li> <li>• Break time two: 10:30- 10:45</li> <li>• Break time three: 10.45-11.00</li> </ul> <p>Phase leaders to create timetable schedule for Y1/2 and Y3/4 and Y5/6.</p> <ul style="list-style-type: none"> <li>• Children will have discussions about suitable games to play when outside.</li> <li>• Healthy snacks to be provided from home. No tuck will be provided – children need to bring their own</li> </ul> <p>Lunch-times</p> <ul style="list-style-type: none"> <li>• Midday supervisor to be allocated to one class</li> <li>• Desks must be cleaned before and after lunch</li> <li>• Children must wash hands before lunch</li> <li>• Reception and Nursery (30 hours) will eat in the dining room</li> <li>• Y1 + Y2 will eat in their classroom</li> <li>• Y3+4 and Y5+6 will eat in the dining room. They will eat at their allocated space. Cleaning will take place</li> </ul>				
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	<p>between one group and the next group using the hall. The lunch time will be staggered.</p> <ul style="list-style-type: none"> <li>• Free school meal children will be entitled to a grab bag or a hot meal. Y1-2 this will be brought to their classroom. Y3-6 will have this given to them from the dining room.</li> <li>• Universal free school meals are entitled to a grab bag and this will be brought to their class to eat.</li> <li>• There will be no offer to purchase a lunch initially</li> <li>• Bubble groups will not mix at lunchtimes</li> <li>• Children will be placed on a rota for playing outside.</li> <li>• Children will have to wait in the classroom or in the dining room until all children have finished eating their lunch</li> <li>• On return to the classroom children will need to wash their hands or sanitise their hands.</li> </ul> <p>General:</p> <ul style="list-style-type: none"> <li>• Children in Y2 - Y6 should not sit on the carpet</li> <li>• Early Years and Y1 children should be distanced as best as is possible when seated on the floor.</li> <li>• Staff members should avoid physical contact with pupils, staff, parents and visitors</li> </ul> <p>Staff-rooms</p> <ul style="list-style-type: none"> <li>• Staff will be encouraged to use the same mug each day. This must be washed by themselves</li> <li>• Any additional items should be washed up by the person who uses them</li> <li>• Staff should be mindful of distancing in the kitchen area.</li> <li>• Staff should wash their hands before opening the fridge, using items in the kitchen area</li> <li>• Staff should sit in the same seat in the staff room. Staff to name their seat</li> <li>• Seating in the staff room will be spaced out and unnecessary items removed from the staff rooms</li> </ul>				
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	<ul style="list-style-type: none"> <li>• Items must not be left on the drainer or dishwasher</li> <li>• Use of disinfectant spray after using any utensil in the kitchen e.g. fridge, hot water dispenser. Blue paper towel and then dispose of in the lidded bin.</li> <li>• Staff should limit contact in this space with other staff members.</li> <li>• A limit of 8 staff members can be present in the staff room.</li> </ul> <p>Staff toilets</p> <ul style="list-style-type: none"> <li>• Only 1 member of staff can access the toilet area at a time.</li> <li>• Indicator on the door will be used to show if there is someone using the toilet.</li> <li>• KS2 ladies toilet prop door open when vacant using door prop. Close door to show when in use. Place door prop back in place when leaving.</li> <li>• Hand washing using hot water and soap for at least 2 minutes</li> </ul> <p>Photocopier:</p> <ul style="list-style-type: none"> <li>• Disposable wipes/sprays are next to photocopiers/printers etc</li> <li>• Staff need to ensure hands are washed before and after use of the photocopier using soap</li> <li>• Staff must be aware of social distancing in the photocopying area and not loiter</li> <li>• KS2 only 1 person present in the photocopier room at a time</li> <li>• Photocopying sheets for class must be kept to a minimum. This is to reduce sharing and touching of resources.</li> </ul> <p>I-pad use</p>				
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	<ul style="list-style-type: none"> <li>• Staff member will open the cupboard and shut after use</li> <li>• Ipads will be wiped and cabinet wiped before and after use. This will be done by the staff member in charge of the group</li> </ul> <p>ICT suite use</p> <ul style="list-style-type: none"> <li>• All chairs must be wiped at end of session using disinfectant</li> <li>• Keyboards, mouse and screen must be wiped after use by a group</li> <li>• Children to be assigned the same space for each lesson</li> <li>• Only one bubble group can access the ICT suite each day</li> </ul>				
Anxiety of children and staff may be high on returning to school setting	<ul style="list-style-type: none"> <li>• This is a key priority for children and staff and should take precedence in our adapted curriculum</li> <li>• Relax Kids, Cosmic Yoga, mindfulness activities MUST be used at the start of the day, after lunch and towards the end of the day.</li> <li>• If additional Emotional support for a child or family is going to be needed signpost to one of the DSLs if it is thought external advice is required</li> <li>• Children reluctant to return to school/ school refusers to be identified and programme of support provide for family through Claire Clifton/ Helen Tomlinson/ Hollie Shaw</li> <li>• Support for staff can be accessed via our Mental Health first aider: Hollie Shaw/ Ruth Ashworth</li> <li>• Supervision support for staff can be accessed – please discuss with Hollie Shaw or Helen Tomlinson</li> <li>• Staff will continue to be encouraged to access online training for Wellbeing and mental health from Hays</li> </ul>	Medium	Medium	Kate Crowley  Helen Tomlinson	1 <sup>st</sup> September 2020

	<ul style="list-style-type: none"> <li>• Support will be offered to staff as they need it and leadership will promote mental health and wellbeing: <a href="http://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/">www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/</a></li> <li>• It is possible that some within our community have faced bereavement in this period. The LA has provided a toolkit of resources. The school Ed Psy has provided virtual training for staff who wish to access this. Staff who are personally impacted should discuss this with a senior leader.</li> <li>• Quiet room set up and can be used to support individual children.</li> </ul>				
Curriculum offer for children returning to school after long absence.	<ul style="list-style-type: none"> <li>• All children will need to be inducted into routines, rules and expectations-</li> <li>• Phonics/ Reading is given a priority across the curriculum</li> <li>• EYFS/KS1 to have two phonic sessions every day.</li> <li>• Y3/4 to have daily phonic session to recap phase 5 and 6</li> <li>• Hearing children read given priority across school. Disadvantaged children and vulnerable groups to be key. Baseline assessment for reading within the first half term to help identify these children</li> <li>• Guided reading, whole class reading to occur every day</li> <li>• Reading books will not be sent home initially. Online reading scheme to be encouraged. To be reviewed after first half term or new guidance</li> <li>• Talk for Writing to be used as key strategy for supporting English</li> <li>• Maths- focus on place value, number facts, rapid recall, calculation, multiplication facts.</li> <li>• Gaps in learning for areas such as shape space and measure/ data etc can be encouraged through topic teaching in PM sessions</li> </ul>	Medium	Medium	Helen Tomlinson  Hollie Shaw	1 <sup>st</sup> September 2020

	<ul style="list-style-type: none"> <li>• Physical activity to take place twice a week – once by Luke (rota dependant), once by class teacher. Children to come to school in PE kit for the day with LC. Children to wash their hands prior and after doing PE</li> <li>• Autumn curriculum map to be followed but this will need to be revised and adapted</li> <li>• Key focus on mindfulness and well being- Staff to receive training on this during INSET.</li> <li>• Lessons that involve singing, chanting, shouting or playing instruments (particularly wind or brass instruments) will be limited to no more than 15 pupils, and will take place outside wherever possible (if taking place inside, the space will be well ventilated). Pupils will be positioned either back-to-back or side-to-side at an appropriate distance. Instruments won't be shared. Singing or instrument playing won't take place in any larger groups such as choirs or assemblies.</li> <li>• Behaviour policy adjustment: no time out in another classroom, reflection space in classroom will need to be cleaned after being used by a child</li> <li>• Staff can work across different groups in order to deliver the school timetable, but they will keep their distance from pupils and other staff as much as they can (ideally 2 metres apart). This won't always be possible, particularly when working with younger children, but close face-to-face contact will be avoided, and time spent within 1 metre will be minimised.</li> <li>• Any pupils with complex needs or who need close contact care will have the same support as normal as distancing isn't possible here. Staff will be</li> </ul>				
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	<p>rigorous about hand washing and respiratory hygiene.</p> <ul style="list-style-type: none"> <li>Supply teachers, peripatetic teachers and other temporary staff will be told to minimise contact and maintain as much distance as possible from other staff. The number of temporary staff entering the school premises will be kept to a minimum.</li> <li>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. These staff will be advised to be rigorous about hand washing and respiratory hygiene.</li> </ul>				
Ill health in school	<ul style="list-style-type: none"> <li>Staff are informed of the symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing and high temperature, and are kept up-to-date with national guidance about the signs, symptoms and transmission of coronavirus</li> <li>Appropriate PPE is sourced and guidance on its location, use and disposal issued to staff in line with government guidance on what to do if a pupil or staff member becomes unwell</li> </ul> <p>Someone showing symptoms in school time:</p> <ul style="list-style-type: none"> <li>Move child to a vacant area – Hollie Shaw’s office on Infant site, PPA room on Junior site. Parent to be contacted</li> <li>Ensure there is good ventilation in the room and that the child is safe</li> <li>Ensure that child can be seen from sight of the door</li> <li>If contact with a child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult.</li> <li>The area must be thoroughly cleaned after the child has left the building with PPE provided.</li> </ul>	Low	High	Helen Tomlinson  Hollie Shaw	1 <sup>st</sup> September 2020

	<ul style="list-style-type: none"> <li>• Any staff member who displays signs of being unwell immediately refers themselves to Helen Tomlinson or Hollie Shaw and is sent home</li> <li>• Staff absence will be recorded using correct procedure</li> </ul> <p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <a href="#">testing and tracing for coronavirus website</a>, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p>				
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	<p>We will ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> <li>• if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li> <li>• if someone tests positive, they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and must continue to self-isolate for at least 7 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 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</li> </ul> <p>If a pupil or staff member is tested and has a confirmed case of coronavirus: In line with government advice:</p> <ul style="list-style-type: none"> <li>• The Headteacher will contact PHE. Then PHE’s local protection teams to conduct a rapid investigation and will advise school on appropriate action.</li> <li>• This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</li> </ul>				
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	<p>Schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see <a href="#">section 5 of system of control</a> for more on grouping pupils).</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>'. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period.</li> </ul>				
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	<p>This is because they could still develop the coronavirus (COVID-19) within the remaining days.</p> <ul style="list-style-type: none"> <li>if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a></li> </ul> <p>We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p>				
Storage of medicines and delivering first aid	<ul style="list-style-type: none"> <li>Children with asthma must return to school with their inhaler. This must have the child’s name clearly labelled and in date. Where possible the inhaler should be in close proximity of the child. This must be taken with them whenever leaving the classroom as per normal routines e.g. P.E.</li> <li>PPE should be worn when carrying out first aid. Formal procedures of disposal of waste items in correct bins.</li> </ul>				
Contain any outbreak by following local health protection team advice	<p>If Red Hall has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>We will work with Health organisations and follow the guidance they ask us to adhere to therefore limiting the</p>	Medium	High	Helen Tomlinson  Hollie Shaw  Phase leaders	1 <sup>st</sup> September 2020

	spread of Covid-19 within the community. Swift referrals will be made.				
Children who are shielding will fall behind with their learning	<ul style="list-style-type: none"> <li>• Online resources will be signposted from the school website.</li> <li>• Use of Oak School website will be signposted from the website</li> <li>• Distribution of learning packs to families who do not have access to the internet</li> <li>• Work with LA to distribute laptops and chrome books to identified children</li> <li>• Timetabling of staff so that regular contact can be made to families who are working from home. Red Hall may need to alter the way in which they deploy their staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals</li> <li>• Use of emails for families to make contact with staff if they are remaining at home</li> <li>• We will develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</li> <li>• Distribution of emails in newsletter at beginning of term</li> <li>• Learning Passports to be created for all children which contains key information for online learning. These are to be sent home within 1st half term. If a</li> </ul>	Medium	Medium	Phase Leaders	

	bubble group goes into lockdown, these must be distributed to children again via email.				
Poor hygiene practice in school  Cleaning is not sufficiently comprehensive.	<p>Hand-washing:</p> <ul style="list-style-type: none"> <li>All staff, children must wash their hands as they enter school. This is the first thing they must do. Children must be staggered when using the toilet areas</li> <li>20 seconds hand washing using soap and warm water Guidance from: <a href="http://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands">www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands</a></li> <li>Soap and hot water is more effective than using sanitisers</li> <li>Paper towels and hand dryers to be used for drying hands</li> <li>Each sink unit to have an allocated hand soap dispenser</li> <li>All staff to reiterate key messages in class-time (when directed) to pupils to: <ul style="list-style-type: none"> <li>Cover coughs and sneezes with a tissue,</li> <li>To throw all tissues in a lidded pedal bin</li> <li>To avoid touching eyes, nose and mouth with unwashed hands.</li> </ul> </li> <li>Hand washing must take place before breaktime, after breaktime, after lunch, before going home, any time they cough or sneeze into their hand, before and after any eating of food. This is the minimum number of times children and staff must wash their hands.</li> </ul> <p>Cleaning:</p> <ul style="list-style-type: none"> <li>Frequently cleaning and disinfecting objects and surfaces that are frequently touched regularly. This is to include door handles, light switches, buttons on photocopier, water coolers using appropriate</li> </ul>	Low	Medium	Helen Tomlinson  Hena Patel	1 <sup>st</sup> June 2020

	<p>cleaning products and materials, such as detergents and bleach</p> <ul style="list-style-type: none"> <li>• Cleaning will take place after lunch – this will be for the major touch points</li> <li>• Staff are encouraged to only use gloves when dealing with first aid or intimate care. Staff are encouraged to use hand washing as this is the most effective tool. Staff can bring in gloves from home if they wish.</li> <li>• Classrooms to be provided with tissues, soap, paper towels, cleaning spray, cloths, sanitiser. This will be checked on every day to ensure there is sufficient supply</li> <li>• Staff must ensure that disinfectant spray is kept out of reach of children- placed into cupboard etc.</li> <li>• Toilets will be checked to ensure they are well maintained at least twice a day</li> </ul> <p>Doors and windows:</p> <ul style="list-style-type: none"> <li>• Classroom doors must be propped open using door stops. Internal doors will be propped open. This reduces the risk of contamination</li> <li>• The two doors leading into the nursery setting need to remain closed.</li> <li>• External doors will remain closed.</li> <li>• Staff are encourage to used hand sanitisers when entering and exiting the buildings and/or moving between sites</li> <li>• Classroom windows should be opened to allow good ventilation. As weather becomes colder a reduction in windows being left open will need to be considered.</li> </ul> <p>Intimate care:</p> <ul style="list-style-type: none"> <li>• children, young people and students whose care routinely already involves the use of PPE due to their</li> </ul>				
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	<p>intimate care needs should continue to receive their care in the same way</p> <ul style="list-style-type: none"> <li>• Nursery staff will use the provided aprons or tabards when changing pupils. Gloves will be disposed of in the disposal units.</li> <li>• All changing surfaces to be cleaned before and after each use</li> <li>• Nappies/soiled items to be disposed of in yellow bags</li> <li>• Any soiled clothes are put into a plastic bag (double bagged) and sent home.</li> </ul> <p>Midday supervisors:</p> <ul style="list-style-type: none"> <li>• Staff must wash their hands when they enter the building</li> <li>• Aprons should be worn during eating time by the staff</li> <li>• If disposable they should dispose of them in a double bag black bin bag</li> <li>• Waste bin in the hall for Nursery and Reception children double black bin bag</li> </ul> <p>Bins:</p> <ul style="list-style-type: none"> <li>• Classroom bins will be provided with a foot pedal lid All other open bins to be removed from classroom.</li> <li>• Bins will be provided with a double black bin bag. They must be tied and disposed of at the end of each day and a fresh double black bin bag installed</li> <li>• Children must place tissues into the bin as quickly as possible after coughing or sneezing then wash their hands</li> </ul> <p>First aid:</p> <ul style="list-style-type: none"> <li>• PPE to be used by staff when carrying out PPE</li> <li>• Removal of gloves and placed into pedal bin</li> </ul>				
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	<ul style="list-style-type: none"> <li>• Fire, first aid and emergency procedures will be reviewed to make sure they can still be followed with limited staff and changes to how the school space is being used.</li> </ul>				
Poor hygiene practice specific	<ul style="list-style-type: none"> <li>• Children are not permitted to bring items from home. Stationery packs will be given to children for them to use. These will remain on their desks</li> <li>• Equipment used by children must be regularly washed or sterilised.</li> <li>• Unnecessary items from classrooms and other learning environments should be removed and stored elsewhere</li> <li>• Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</li> <li>• Teachers should make sure they wash their hands and surfaces before and after handling pupils' books</li> <li>• Reading books will not be sent home</li> </ul> <p>Clothing:</p> <ul style="list-style-type: none"> <li>• School uniform is necessary.</li> <li>• We will take a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</li> </ul>	Low	Medium	Helen Tomlinson  Hena Patel	1 <sup>st</sup> September 2020
Extra curricular provision	<p><b>Wrap around care</b> will not begin until w.c. 14<sup>th</sup> September 2020. A cap of 15 children will be placed on Breakfast and After school club. New children can be registered after October half term</p> <ul style="list-style-type: none"> <li>• Parent/carer dropping off will not enter the building but hand over child by the door. Physical markings on the floor to show space they must stay out of.</li> </ul>				1 <sup>st</sup> September 2020

	<ul style="list-style-type: none"> <li>• Children entering breakfast club will wash hands with warm water and soap for at least twenty seconds</li> <li>• Children will wash hands before they move to new bubble group</li> <li>• Activities within breakfast club and after school club must encourage children to have their own equipment.</li> <li>• Resources will be cleaned scrupulously after use. Individual trays to be created for children so that they have access to their own activities. These will be marked up with child's first name on.</li> <li>• Children will be spaced out within the setting</li> <li>• Children to sit in same seat each day where possible staying with children from their class bubbles.</li> <li>• Personal equipment coming into school must not touch e.g. coats, lunch boxes</li> <li>• Preparation of any food for the children will adhere to the highest hygiene standards. Crockery will be washed in the dishwasher in KS1 staffroom at a minimum of 60 degrees. PPE to be worn by staff during preparation.</li> <li>• Reception and Nursery to be taken to their classroom at 8.25am before main doors are opened by member of wrap around care staff</li> </ul> <p>Dropping off arrangements:</p> <ul style="list-style-type: none"> <li>• KS1 children to be collected by TAs from the attached class before main doors are opened.</li> <li>• Y3_4 children to be taken to queue by member of staff 8.50am.</li> <li>• Y5_6 children to be taken to queue by member of staff 9am</li> </ul> <p>Collection arrangements:</p> <ul style="list-style-type: none"> <li>• Nursery, Reception, Y1+Y2 to be delivered to Wrap around care by an adult from the setting</li> </ul>				
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	<ul style="list-style-type: none"> <li>• Y3/4, Y5/6 to be placed at back of line and then taken to Wrap Around Care by the person dismissing children</li> <li>• Parent/carer collecting will not enter the building but be handed over child by the door. Physical markings on the floor to show space they must stay out of. Finish time of 5.45pm</li> <li>• Signing out sheets to be personal for each child</li> </ul> <p><b>After school clubs</b> will not commence and will be reviewed January 2021</p>				
Emergency Evacuation	<ul style="list-style-type: none"> <li>• Fire and emergency evacuation will occur after the first week back on a rolling programme as students return to school.</li> <li>• Further guidance will be issued on this</li> <li>• Pupils and staff will need to be inducted in the process of where emergency evacuation points are</li> <li>• Pupils and staff will remain in their bubble groups when they evacuate</li> </ul> <p>As a result, social distancing is maintained in the event of an emergency evacuation.</p>	Low	Low	Helen Tomlinson  Hena Patel	1 <sup>st</sup> September 2020
Increased number of safeguarding concerns reported after lockdown	<ul style="list-style-type: none"> <li>• Agreed safeguarding provision to be followed to support returning pupils. Report all concerns on CPOMs and have a follow up conversation with DSL if support or advice is required</li> <li>• Ensure that key staff (DSL and deputies) have capacity to deal with any arising concerns</li> <li>• Follow up any referrals made by staff swiftly, while maintaining social distancing.</li> <li>• Updated information will continue to be shared on CPOMs</li> </ul>	Low	Low	Helen Tomlinson	1 <sup>st</sup> September 2020

	<ul style="list-style-type: none"> <li>Contact with our vulnerable group will continue to be monitored on a weekly basis and tracked. Any concerns will be escalated using our Safeguarding policy</li> </ul> <p>As a result, safeguarding remains of the highest priority and practice.</p>				
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Useful links:

- Safeguarding: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- Remote learning: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
- Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Advice: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>
- Vulnerable: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>
- Extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
- SEND - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
- Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
- Remote support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
- Accountability measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>
- Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress>Parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
- Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
- Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>
- Financial support: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>
- Exceptional costs: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020>
- Reducing burdens: <https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings>

- Social distancing: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>
- PPE: <https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe>
  
- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed checklist and key guidance for action for health and safety is available at: [www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak](http://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak)
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>