

	<p><u>Isolation In School</u></p> <ul style="list-style-type: none"> • Clear communication of school’s expectations <ul style="list-style-type: none"> - children aware that if they are feeling ill to inform a staff member - staff know and follow guidelines through email communication including this Risk Assessment • ensuring anyone developing those symptoms during the school day is sent home • If anyone has a cough/temperature/feels unwell at school, they must be sent home. They will need to self-isolate for 14 days, or until tested negative. • If a child is waiting to be collected, they should be brought to • Good weather: seating area in fresh air outside the school office (white table and chairs under gazebo on tarmac) • Bad weather: medical room. Both windows to be open and plastic flaps secured • PPE should be worn by staff working with children displaying symptoms • PPE bag located in each class. • Child to be taken outside • Staff to place mask on her/himself as well as face shield • Staff to gauge if appropriate for pupil to wear a mask • Pupil to be taken around outside of school to the seating area outside office/medical room • Office to be informed to phone parents • Staff to observe pupil from 2m • If the child/adult needs to go to toilet before being collected, they should use the disabled toilet next to school office. Toilet to be marked ‘ Out of Order’ and note placed it to be thoroughly cleaned/disinfected afterwards before anyone else can use it. • Parent encouraged to log onto booking Covid Test prior to leaving building through using designated iPad or handed home testing kits. Parents and staff to inform School immediately of the results of a test. • Parent informed pupil can return to school if test negative (email confirmation required). If positive, the family will have to self-isolate for 14 days. School to follow the advice from PHE • The Staff and Volunteer Confidentiality Policy and Pupil Confidentiality Policy are followed at all times – this includes withholding the names of staff, volunteers and pupils with either confirmed or suspected cases of coronavirus. • Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace. • Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance. <p>SJS will ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p>	<p>All staff</p>
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	<ul style="list-style-type: none"> • book a test 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 • Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. • Essential workers, which includes anyone involved in education or childcare, have priority access to testing. • 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 • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) • if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. Other members of their household can stop self-isolating. <p>if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 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.</p>	
<p>2) clean hands thoroughly more often than usual: <i>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser.</i></p>		
<p>2)</p>	<ul style="list-style-type: none"> • Pupils must clean their hands regularly <ul style="list-style-type: none"> - arrive at school - return from breaks, - if they change rooms including before and after PE - before and after eating. • Two wash stations required in Sean’s Shelter • Small children and pupils with complex needs should be helped to clean their hands properly. • Wall Sanitizers will be available in the entrance, in Footstep’s settings, outside staff room, KS2 playground entrance and containers in classrooms. Supervision of handwashing is preferred due to the harsh effects frequent use of sanitizer has on children’s skin. 	<p>All staff</p>
<p>3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach: <i>The ‘catch it, bin it, kill it’ approach continues to be very important.</i></p>		
<p>3)</p>	<ul style="list-style-type: none"> • Lidded bins in all classes • Tissues/toilet paper freely available. Children encourage to have tissues in school. • ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach. Lessons to be taught and revisited: 	<p>All staff</p>

	<p>e-Bug has produced a series of helpful coronavirus posters:</p> <ul style="list-style-type: none"> ○ Horrid hands ○ Super sneezes ○ Hand hygiene ○ Respiratory hygiene ○ Microbe mania 	
<p>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach (current advice on COVID-19: cleaning of non-healthcare settings guidance)</p>		
<p>4)</p>	<ul style="list-style-type: none"> ● cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> - cleaning of classroom environment and toilets at lunch time - school cleaner to clean evening/morning classroom environment - school cleaner to clean evening/morning Hall and IT Suite as these areas are used by different classes ● All communally used door handles, surfaces will be wiped mid-morning and, in the evening, (entry corridor, staff room). ● Hot Spot reminders placed on key areas ● different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet ● Every teaching area to be provided with cleaning tools and materials i.e. cloths and disinfectant for door handles, doors, desks and surfaces so that toilets, desks and surfaces can be cleaned at lunchtime and as appropriate. Equipment to be checked and topped up as required. Cloths to be used only once. ● Cleaning log on wall in classroom and log to be updated as surfaces, toilets and sinks are cleaned. ● Empty bins at lunchtime when required. ● Cleaners to follow new cleaning regime – teachers to monitored cleanliness daily to ensure high standards 	<p>All staff</p>
<p>5) minimise contact between individuals and maintain social distancing wherever possible: 'Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between children and staff.'</p>		
<p>5)</p>	<p>Distancing Measures are achieved</p> <ul style="list-style-type: none"> ● through keeping classes (year group) separate ● no whole school/ Key Stage or mixed class assemblies will take place in the school hall ● distancing rules in place for all rooms with clear signage across the school ● tape used throughout the school (floor) in strategic areas to encourage social distancing i.e. office, communal areas ● circulations routes in place and signed to minimise contact – children should not be using internal corridors. ● Site safe entry/exit routes in place and signed ● Safe parking rules in place for staff and visitors ● Pupils will be repeatedly reminded to observe social distancing and not to touch staff or their peers where possible. 	<p>All staff</p>

- Social distancing is monitored and enforced by all staff
- each class having its own learning environment (learning bubble) which includes classroom, outdoor area, and toilets
- each class to use external door to enter classroom
- Limit sharing of rooms within school. Only two rooms will potentially be shared by more than one year group: IT Room & Hall

Organise classrooms/ learning environments

- Unnecessary items in classrooms should be removed and stored.
- Each child to have own desks/work area
- seating pupils side by side and facing forwards, rather than face to face or side on
- moving unnecessary furniture out of classrooms to make more space
- Internal doors propped-open using door guards, and rooms need to be well ventilated. Windows open.
- Lidded pedal operated bins are available in classrooms and key locations
- Tissues/toilet roll available

Designated classrooms/groups/bubbles

- Each class (the number on roll for year group)
- designated classroom
- external class entrance
- toilet area
- outdoor play area
- designated PE equipment and playtime toys/items.
- Playground area will be clearly defined with tape/cones (double line where appropriate). In this way classes are reminded to stay together and there will be no cross contamination.
- Classes to use external entrance, own toilets and own playground area. The only area to be shared will be the IT suite (computing) and the hall (PE & Morning Club). Cleaning routine will be applied before & after each class.

Year Group	Area	Outdoor play area	Notes
Nursery FS1	Footsteps	Footsteps area	8
Reception Year	YR	Continuous provision	7
Year 1	Ground Floor KS2 side next to IT suite	Shared area with rota - KS2 Playground	5 areas (Year 2 & Year 3 to share)
Year 2	Sean's Shelter	Sean's Garden (work needed on prayer area and extend to basketball area by removing fencing)	
Year 3	Ground Floor KS2 next to library	KS2 Playground (Dome & Tyres side)	
Year 4	First Floor overlooking Gipsy Lane	KS1 Playground including adventure trail	
Year 5	Ground floor next to hall and lobby	KS1 Playground area including gym	
Year 6	First Floor overlooking KS1 playground	KS2 Playground (Gipsy Lane side)	

All staff

SLT

- Designated areas for playtime - see Appendix A so staggered breaks are not required. Children will not be able to go to the toilet during breaks/lunchtime as they can only use their allotted toilets outside/in their teaching area. All areas to have own First Aid box and PPE equipment

Review system and if required stagger break times (including lunch), so that all children are not moving around the school at the same time

Supervision: Break Time & Lunch Time: *“Schools should also consider staggered break times and lunch times”*

- Teacher and TAs allocated to class for teaching, playtime and lunchtime thus limiting the number of pupils and staff in contact with each other to only those within the group.
- Staff remain at a safe distance at lunchtime or during breaks
- All classes should manage break times and lunch times as there usually are enough adults within the class.
- Teacher have the choice of moving their break time to a time that suits a natural break in the children’s learning as the adults within this class will be supervising.
- Where there may be a shortfall, the * people can be asked to move to monitor another bubble. If an accident occurs, then one of the adults from the class must deal with the injury.

Year Group	Class Teacher	Support Staff	Break Cover	Lunch Cover
Footsteps	Mrs. Smith	Mrs. Bamrah Mrs McKay Mrs. Monredondo	Organise within class	Miss Clark *
Year R	Mrs. Gallagher	Miss Lovegrove Mrs Fenton Mrs. Sloan		Mrs Fenton Mrs. Sloan
Year 1	Miss. Tanzer	Mrs Gofford Mrs. Kelleher Mrs Saxena		Mrs Gofford Mrs. Kelleher Mrs Saxena
Year 2	Mrs. Pearce & Mrs. Pay	Mrs Knapp		Mrs Knapp
Year 3	Mrs. Broadbridge & Mrs. Philpott	Mrs Turner		Miss Lovegrove Mrs Turner
Year 4	Mr. Belchamber	Mrs Maloney Mrs Micklewright		Mrs Maloney
Year 5	Miss. McLellan	Mr O’Connor Mr Roberts		Mr Roberts
Year 6	Mrs. Perrett	Mrs Mills Mrs. Taylor		Mrs Mills Mrs. Taylor*

Play equipment to be used on playground

Review supervision and areas when children back at school.

<p>Rotation system to be put in place for PE equipment used by different groups.</p> <ul style="list-style-type: none"> • The class PE equipment can be moved to a new group the following week if it is removed from the class on the Thursday night, stored in the PE shed for at least 72 hours and then reassigned on Monday morning. • Allocated toys and play/PE equipment should not be used by other groups. The play equipment may only be assigned to one class to use for a week and then changed the following week. • Each class to have own PE equipment and play equipment which should be kept in classroom area. <p>If the adventure trail is to be used by a different class, a weekend break will be adequate for a new class to use the equipment.</p> <p>Specialist Subject and Specialist Teachers</p> <p>PE: Outdoor PE lessons are strongly encouraged. During inclement weather, the Hall may be used for PE.</p> <ul style="list-style-type: none"> - Contact sport avoided - Outdoor sport prioritised <p>In Hall</p> <ul style="list-style-type: none"> - Maximising distancing - Any equipment i.e. mats should be wiped down before and after use. - All windows and doors in the hall should be open to ensure good ventilation. <p>NB: Schools should refer to the following advice:</p> <ul style="list-style-type: none"> - guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport - advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Computing: ICT Room for Computing Teaching – only up to 16 children in space at any one time. All equipment, benches and stools to be wiped down before and after use. Door and windows should be open.</p> <p>Spanish: Teacher to maintain 2m distance from pupils.</p> <ul style="list-style-type: none"> • Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. The guidance recognises this is not likely to be possible with younger children and outlines that staff can still work across groups if that is needed to enable a full educational offer. <p>Music (There will be no guitar teaching in the Autumn Term)</p> <ul style="list-style-type: none"> • There may be an additional risk of infection in classrooms where pupils are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. During music lessons consider how the following can be applied <ul style="list-style-type: none"> - physical distancing is important - using instruments outside whenever possible - playing instruments or singing in small groups (no more than 15) - positioning pupils back-to-back or side-to-side - avoiding sharing of instruments - ensure good ventilation. <p>NB: Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p>	<p>K. Micklewright</p> <p>K. Micklewright</p> <p>R. O'Connor</p> <p>C. Moloney</p> <p>All staff</p>
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	Pre Covid Daily	Pre Covid 19 Daily	Post Covid 19 Daily	Post Covid 19 Weekly
Footsteps	6hrs	30hrs	6hrs	30hrs
YR	5 hrs 10 min	25 hours 50 minutes	5 hours	25 hours
Year 1	4 hrs 50 mins	24hr 10 min	4 hours 45m	23 hours 45m
Year 2	4 hrs 50 mins	24hr 10 min	4 hours 55m	24 hours 35m
Year 3	4 hrs 50 mins	24hr 10 min	5 hours	25 hours
Year 4	5 hrs 10 min	25 hours 50 mins	5 hours	25 hours
KS2	5 hrs 10 min	25 hours 50 mins	5 hours 20 mins	26 hours 40 mins

- Staggered drop off and collection times as well as using 3 different entry points to the school
- KS2 children to be dropped off at top of lane to walk independently down Gipsy Lane to the school. Member of staff at the top of the lane and another at the bottom, at the school entrance.
- Appropriate signage/direction in place at drop off and pick up points
- Staff member in school carpark to ensure there are no gatherings at the school gates (staff on duty to remind parents)

Year Group	Drop off & collection Point	Drop off	Collection	Break Time (15m)	Lunch (45m – 60m)
Nursery FS1	Double gate outside Footsteps	9am	3pm	n/a	11.30am
Reception Year	Single gate outside Footsteps	8.30am	2.30pm	n/a	11.30 -12.15am (45m)
Year 1	KS2 Gate	9am	2.45pm	10.30am (15m)	11.45 -12.30am (45m)
Year 2	KS2 Gate	8.50am	2.45pm	10.30am (15m)	11.45 -12.30am (45m)
Year 3	KS2 Gate	8.40am	3pm	10 – 10.20am (20m)	12.00 – 12.45pm (1h)
Year 4	Field Gates	8.40am	3pm	10 – 10.20am (20m)	12.00 – 12.45pm (1h)
Year 5	KS2 Gate	8.30am	3.10pm	10 – 10.15am (20m)	12.10– 1.10pm (1h)
Year 6	Field Gates	8.30am	3.10pm	10 – 10.15am (15m)	12.10– 1.10pm (1h)

If siblings are attending the settings, then the earliest start time applies for all children and siblings to be collected at the latest time.

- Remind parents of 2-meter rule – markings on the car park.
- Adults are not to enter the inner gated area. Parents to drop children off at gates where staff member will assist.
- Walking to and from school for older pupils to be encouraged. Parental permission letters will be actively encouraged.
- Tell parents that if their child needs to be accompanied to St. Joseph's, only one parent should attend.
- Make clear to parents that they cannot gather at entrance gates or enter the site. Only if urgent and cannot be communicated through email or phone should a parent go to the front office.

Gipsy Lane	<ul style="list-style-type: none"> One-way system to be encouraged. Walk down the right side of Lane into school car park, through vehicle entrance, drop off children at gate then leave through pedestrian gate/side gate next to KS2 single gate to then go through steps on the left-hand side into the estate or onto London Road. 	SLT
6) where necessary, wear appropriate personal protective equipment (PPE)		
6)	<p>Response to any infection:</p> <ul style="list-style-type: none"> PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used Read the guidance on safe working in education, childcare and children’s social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it. 	All Staff
Response to any Infection:		
7) engage with the NHS Test and Trace process: <i>“Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.”.</i>		
7)	<p>SJS will 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"> book a test 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 Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. 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 self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. Other members of their household can stop self-isolating. if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 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. 	All Staff

8) manage confirmed cases of coronavirus (COVID-19) amongst the school community: “Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).”

8)

- Schools should contact the local health protection team. 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.
- The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.
- The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:
 - direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
 - proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
 - travelling in a small vehicle, like a car, with an infected person
- The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see [section 5 of system of control](#) for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.
- A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.
- Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#). They should get a test, and:
 - if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
 - if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#)
- Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

Further guidance is available on [testing and tracing for coronavirus \(COVID-19\)](#).

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9)	<p>contain any outbreak by following local health protection team advice: Numbers 7 to 9 must be followed in every case where they are relevant.</p> <ul style="list-style-type: none"> • If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. • In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams. • In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice. 	SLT
Transport	<ul style="list-style-type: none"> • Families using public transport should refer to the safer travel guidance for passengers https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers • Pupils on public transport advised to keep social distance of 2 metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible 	
<p>ATTENDANCE: School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> - parents’ duty to secure that their child attends regularly at school where the child is a registered pupil at school, and they are of compulsory school age; - schools’ responsibilities to record attendance and follow up absence - the availability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct. Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised. 		
	<p>Pupils who are shielding or self-isolating</p> <p>SJS will</p> <ul style="list-style-type: none"> - communicate clear and consistent expectations around school attendance to families ahead of the new school year. Parents to be aware that the pre-existing attendance procedures will be in place and expected in September i.e. parents contact school on daily basis if child not attending - identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. - use the additional catch-up funding schools will receive, as well as existing pastoral and support services and resources and schools’ pupil premium funding to put measures in place for those families who will need additional support to secure pupils’ regular attendance 	

	<p>work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker i.e. some pupils under the care of a specialist health professional may need to discuss their care with their health professional before returning to school.</p> <ul style="list-style-type: none"> • All other pupils must attend school including those living in households where someone is clinically vulnerable, Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes. • SJS to work with parents regards their concerns <ul style="list-style-type: none"> - discuss their concerns - provide reassurance of the measures they are putting in place to reduce the risk in school. - be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc). - involve EWO 	
	<p>Staff who are clinically vulnerable or extremely clinically vulnerable <i>DFE expect that most staff will attend school.</i></p> <ul style="list-style-type: none"> • It remains the case that wider government policy advises those who can work from home to do so. This case is only applicable to the Clerk of Governors whose role is conducive to home working. • We also have one member of staff who is pregnant (clinically vulnerable) and presently, home working is advised. • For staff who are vulnerable due to declared medical conditions, the school will risk assess to ensure that the environment is safer for the individual. 	
	<p>Staff Taking Leave The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK. Staff are made aware of the risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting. Staff will need to be available to work in school from the start of the autumn term and should be mindful of this potential reduction to their paid working hours</p>	
Recruitment	<ul style="list-style-type: none"> ○ will continue as usual, operating remotely over the summer ○ Interviewing can be done remotely https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/ https://teaching.blog.gov.uk/2020/06/12/attending-your-first-remote-interview/ ○ Legal requirements for pre-appointment checks will continue to be met 	

<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/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

- From the start of the autumn term checks will revert to being carried out in person.
- Early career materials have been made available by DfE <https://www.gov.uk/government/collections/early-career-framework-reforms>

VISITORS

Parents: Where possible limit all parent/visitor entering reception by encouraging use of email, phone. Visitors should only attend if matter cannot be resolved through an email or phone call.

1. All parent meetings need to be pre-arranged appointment to ensure that they are conducted safely
2. Office to sign in all parents to reduce paper and pen contamination
3. Meeting to be held in lobby or school hall
4. Keep to 2 meters apart
5. Any hard seating or tables used should be cleaned before and after use.

Volunteers: Volunteers may be used as would usually be the case, and they will be properly supported and given appropriate roles.

Checking and risk assessment processes will be followed

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Mixing of volunteers across groups will be kept to a minimum, and 2m distancing will be observed where possible

Deliveries: Any large deliveries (parcels, letters, boxes) to be placed in front reception and not to be removed for 48/ 72 hours. All items dated on arrival.

Contractors: All contractors to arrive at the set appointment time. Where possible all appointments should be at the end of the school day. Caretake to meet and greet.

Deploying support staff and accommodating visiting specialists: *Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. SJS support catch-up provision or targeted interventions and this will include professional external to the school. The following protocol should be applied:*

6. Tell visitors not to enter the school if they are displaying any symptoms of coronavirus
7. Visitor to sign in (lanyards will not be used due to contamination)
8. Visitor to wash hands/ use sanitizer
9. Designated visitor area (School lobby) for targeted interventions.

	<ul style="list-style-type: none"> 10. Cleaning materials visible 11. Visitor to wipe down surfaces before and after use 12. Pupil to use external pathway from class into hall and then into lobby 13. Pupil to wash hands/use sanitizer whilst being supervised by visitor 14. After wiping down all surfaces, visitor will sign out. 	
COMMUNICATION		
Parents	<ul style="list-style-type: none"> • Questionnaire to go home week of 6/7/2020 to investigate Wrap Around Care interest • Letter to go home in July to inform parents about the relevant contents of this RA i.e. staggered start, one-way system, resources. • Lateness – inform parents that if children are late, the school are likely to refuse entry as the children will have to come in the front entrance and this comprises the integrity of our safety measures. • Reminder to go home week before parents come to school and at the end of the first week. 	JD – Questionnaire Letter to parents
Class	<ul style="list-style-type: none"> • Teachers are permitted to have their mobiles in the classroom on low ring volume as a means for the office to contact class when required/in an emergency. Mobiles must be placed in an easily accessed and open area and only used for the agreed purposes • Communicating with office. <p><u>Under no circumstances should the phone be answered for personal reasons nor any photographs of children taken.</u></p>	ALL – Staff Principles (JD to update & share)
Register	<ul style="list-style-type: none"> • Registers will be moved to an online system via SIMS 	S. Baumgart
Front Office	<ul style="list-style-type: none"> • Investigate alternative permanent window covering • No seating in front reception • Outer door buzzers and handles to be cleaned at least three times. Cleaning equipment available. 	SBM Caretaker
FOOD		
	<p>Free Fruit/Milk Scheme</p> <ul style="list-style-type: none"> • Caretaker to take milk to be taken into staff room every morning and stack them oldest date from the top. • Fruit to be stored by date on the staffroom island for classes to take oldest dated. 	Office
	<p>School Lunches: <i>School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19)</i></p> <ul style="list-style-type: none"> • New Food provider has been appointed – Caterlink. The school has two weeks to the end of term to ensure food quality t and payment system is in place. School lunch for each child is now £2. • Encourage parents and children to take a school prepared meal and thus reduce external items from being brought into school i.e. lunchboxes • Only packed lunches will be provided. However, we will endeavour that these will contain options other than sandwiches i.e. pizza, burger, cheese puffs, fish fingers and chips with fruit and biscuit. • Packed lunches will be taken for individual groups to the groups/class base. The children will eat in their designated teaching area/outdoor area. The school hall will NOT be used. 	JD & LC (SBM) 21/5/2020

	EDUCATIONAL VISITS	JD to approve in line with previous authorisation on Frontline.
	<ul style="list-style-type: none"> • In the autumn term, our school can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). • All visits should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. • SJS should also make use of outdoor spaces in the local area to support delivery of the curriculum. • As part of this risk assessment, staff will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Staff should consult the health and safety guidance on educational visits when considering visits. • The government continues to advise against domestic (UK) overnight educational visits. The school will keep this situation under review as our Y6 have booked RYG, Wales in December 	
SDP Foci	CURRICULUM	SLT
1	<p><i>The key principles that underpin our advice on curriculum planning are:</i></p> <ul style="list-style-type: none"> - <i><u>education is not optional</u>: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</i> - <i><u>the curriculum remains broad and ambitious</u>: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</i> - <i><u>remote education, where needed, is high quality and aligns as closely as possible with in-school provision</u>: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</i> <p>Review the School Vision, Mission Statement and Ethos To take this opportunity to revisit why all staff have chosen to work in education and at SJS. Does our vision, mission statement and ethos reflect our collective thoughts.</p>	SLT
2	<p>Curriculum</p> <ul style="list-style-type: none"> • Recovery Curriculum: For the first two weeks, all classes will cover a recovery curriculum: Relationships, Community, Transparent curriculum, Metacognition, Space – to be, to rediscover self, and to find their voice on learning in this issue. • Writing Stamina: The Write Stuff scheme and pedagogy to be adopted by school • Assessment for learning – teaching the children what they do not know. • Teaching Assistants - upskilling through 8 session course • Catch up SJS to use the additional catch-up funding schools will receive, ELSA time, pupil premium funding to <ul style="list-style-type: none"> - secure pupils' regular attendance - Interventions i.e. ABC to read, IDL, <p>NB: the Education Endowment Foundation guidance on effective interventions to support schools.</p>	NP & SB JP JD JD SLT

<p>3</p>	<p>National Tutoring Programme DFE to roll out a National Tutoring Programme, for the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening.</p> <p>Subject Leaders</p> <ul style="list-style-type: none"> • Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content • SL and class teachers to consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading and mathematics • Substantial modification to the subject area may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils’ knowledge with the aim of returning to the school’s normal curriculum content by no later than summer term 2021. • Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils’ work) while avoiding the introduction of unnecessary tracking systems. • All subject Leaders (SL) to review core skills and knowledge that the pupils may need to revisit. • SL to review with individual teachers. 	<p>LML</p>
<p>4 5</p>	<p>Behaviour : New systems and expectations as well as input from the teachers who have completed the STAR course.</p> <p>Parental Engagement: To continue to build on the good relationships between school and home.</p>	<p>SB & SLT SLT</p>
<p>6</p>	<p>Remote Education to isolating pupils and SEND pupils : <i>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</i></p> <ul style="list-style-type: none"> • SJS to school immediately provide remote education and monitor engagement for pupils unable to attend school. The school is currently applied for the DFE grant of £1,500 to set up the school to use Microsoft Education. (Network of schools and colleges for help and support on effective use of tech for remote education that can be accessed through the EdTech Demonstrator Programme.) • There is a high likelihood that one of our teachers will be working from home in September and October, if required we could use this member of staff for home tutoring. This would then give us time to upskill on ME as well as CPD time on how best to use this vehicle for learning. <p>Expectations of remote learning</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations • give access to high quality remote education resources 	<p>JD & SBM</p>

<ul style="list-style-type: none"> • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access <p>NB: recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</p> <p>When teaching pupils remotely, DfE expect schools to:</p> <ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos • gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding • plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers • We expect schools to avoid an over-reliance on long-term projects or internet research activities. <p>A range of resources to support schools in delivering remote education is available:</p> <ul style="list-style-type: none"> - curriculum maps for key subjects for year groups from Reception will be published in July. They aim to provide support to schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation. - DfE has produced a quality assured list of remote education resources. - Oak National Academy - Oak National Academy specialist content for pupils with SEND. 	
<p>Transition</p> <p>Pupils new to Reception Year & Footsteps Nursery</p> <ul style="list-style-type: none"> • Agree and organise appropriate transition activities for the pupils, depending on the situation with Covid-19. <p><u>New Pupils to Reception Year</u></p> <ul style="list-style-type: none"> - Induction Padlet for New Pupils to YR to be updated with any new information i.e. staffing - YR teacher to talk to all parents about their child on the phone <p><u>New pupils to Footsteps Nursery</u></p> <ul style="list-style-type: none"> - Review numbers and issue offer letters to new parents for September 2020 (by half term) - Induction Padlet for New pupils to Footsteps Nursery 	<p>ZG & CS</p>

	<ul style="list-style-type: none"> • Staff use due care and attention & observe safe working methods • Staff with symptoms stay at home, follow school procedures for illness (What app and then phone office after 9am) • Staff supervision includes for open discussion and reassurance 	
CLEANING		
	<p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <ul style="list-style-type: none"> • Covid –19 Guidance in relation to the cleaning of Education Setting is followed. This includes: • All communally used door handles, surfaces will be wiped in morning, after lunch and in the evening (entry corridor, staff room). • Assigned person to clean toilets and sinks and empty bins at lunchtime. • Every teaching area to be provided with cleaning tools i.e. cloths and disinfectant for door handles, doors, desks and surfaces so that desks and surfaces can be cleaned at lunchtime and as appropriate. • Cleaners to be extra vigilant in evening cleaning – teachers to report any concern over cleaning standard promptly. • Sufficient supplies of cleaning materials are available • Cleanliness monitored daily to required standards • Lidded bins located in classrooms and in other key locations • Double bagging of potential contaminated contents of waste bins in line with guidance • Caretaker or cleaner quickly contactable when not on site 	SBM & Caretaker
EXTENDED SCHOOLS		
Morning Club and ASC	<p><i>Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</i></p> <p>Morning Club (£2)</p> <ul style="list-style-type: none"> • Consider renaming as Morning Drop off, Open from 7.45am, Children are dropped off at side hall door, Designated areas in the hall for the different classes. Children will sit quietly and read or watch video on the big screen. <i>Good Weather:</i> Children can use the outside area from 8am as there will be at least three adults to supervise the children in the designated classroom playground areas. <i>Poor weather:</i> If weather is poor, children can go to their classroom using the external hall door onto KS1 playground. <p>After School Club</p> <ul style="list-style-type: none"> • As there will be no After School Activities, the parents can choose between two options <ul style="list-style-type: none"> - Collection at 4.30 (cost of £5) - Collection at 5.30, 5.45, 6pm (cost of £10) • School to investigate parental interest and plan accordingly. Where possible the school will aim to keep the children in the same class together. This will mean using the school building. Depending on level of interest, one plan could be: <ul style="list-style-type: none"> - Y4, Y5 & Y6 on first floor, Y1, 2 (Library) & 3 in bottom floor of 2 story building, Footsteps, YR in Footsteps • Food would have to be prepared by the adults and pupils could have a buffet style snack. 	JD & SLT Parental Question to gauge interest in morning and ASC clubs by 8/7/20

Designated playground areas



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51°24'49.90" N 0°44'25.13" W elev. 77 m