**BLEDLOW RIDGE SCHOOL**

**Plan to fully re-open school from 2nd September 2020**

The government has asked schools to fully reopen to all pupils on a full-time basis from September 2020. This document outlines the plans and steps the school has made for implementing the latest government guidance ((<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>) regarding the return to school of more pupils. This is broken into the following sections:

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This plan and the procedures included will be kept under constant review. Significant changes that impact on staff, pupils and parents will communicated as soon as practicable. As far as practicably possible we have followed the government guidance and advice thereby *“effectively minimising risks”.*

This plan has been approved by the Governing Body of Bledlow Ridge School and shared with all staff. Relevant sections have been summarised and shared with parents.

**MINIMISING CONTACT WITH THOSE UNWELL**

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| --- | --- | --- | --- | --- | --- |
| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Minimising contact with those with symptoms | No child or staff member should attend school if:* they have Covid-19 symptoms (listed below)
* they have tested positive in the last 7 days

The school will not be routinely taking children’s temperatures. Parents will be reminded that any child showing symptoms should self-isolate for 7 days and the rest of their household for 14 days, or sooner if they have a negative test confirmed.  | ***Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school*** | N/A | Reminder to be included in parent communication.New home-school agreement. | (HT) |
| Staff who become unwell | If a staff member develops symptoms of Covid-19 during the school day they are to immediately report this HT. They will be sent home to self-isolate and if the group has a TA in the room, they will assume responsibility for the rest of the day and a plan will be made for the next day if necessary. If no TA is available, a senior member of staff will take control of the class – preferably outside. If the staff member becomes too unwell to drive, they will be isolated in the medical room and a key contact will be asked to come and collect them as soon as possible. The space they were using will be deemed out of bounds until cleaning can occur and their group will be relocated (possibly to the ICT suite). The staff member should seek out a test and self-isolate until the results are known. If the test is negative they may return to work as normal. This test result will be communicated to parents. Parents of children within that bubble will be contacted to inform them of a suspected case.  | N/A  | N/A |  |  |
| Children who become unwell | If a child develops symptoms of Covid-19 during the school day the teacher is to immediately report this HT. They will then be assessed. Their temperature will be taken via an infra-red thermometer and their symptoms will be monitored. They will be isolated in the medical room with the windows open. They will be supervised by a member of staff who will remain at least 2 metres away from them. PPE should be worn by the staff member supervising them. Should their condition deteriorate rapidly, 999 should be called. If the child needs to go to the toilet, they should use a staff toilet, which will then be deemed out of bounds until cleaning is possible. A parent will be contacted be asked to collect the child immediately. And advised to contact 111. If a test is recommended they will not be allowed to return until they have confirmed a negative test result. The space they were using will be deemed out of bounds until cleaning can occur and their group will be relocated (possibly to the ICT suite). They must then self-isolate for 7 days and arrange to have a Covid-19 test. Any siblings must self-isolate for 14 days. Staff members who have helped a pupil do not need to self-isolate unless they develop symptoms or the person who was unwell tests positive. Following contact with the unwell person the staff member must wash their hands for 20 seconds with soap and running water or use hand sanitiser. The room will be cleaned (as detailed in the cleaning section of this document). Parents of children within that bubble will be contacted to inform them of a suspected case. When a test result is received, positive or negative, this will be communicated to parents. If the person who is unwell tests negative, they may return to school.  | *ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus* | N/A | Communicate to parents. | HT |
| Covid-19 Symptoms | **Most common symptoms**FeverDry coughTirednessLoss of taste or smell**Less Common Symptoms**Aches and painsSore throatDiarrhoeaConjunctivitisHeadacheA rash on skin, discolouration of fingers or toes**Serious Symptoms**Difficulty breathing or shortness of breathChest pain or pressureLoss of speech or movementShowing one of the less common symptoms will not trigger a child being sent home but will be viewed alongside other symptoms they may show.  |  |  |  |  |

**PERSONAL HYGIENE**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Cleaning hands more often than usual  | Children and adults must wash or sanitise their hands as much as practicable to avoid contamination with surfaces and other children. As a minimum, children and staff must wash or sanitise their hands on the following occasions:* on entering the school building
* before leaving the classroom (e.g. for the toilet or breaktime)
* on re-entering the classroom after break or lunch
* before leaving school for the day

Children should use soap and running water for at least 20 seconds. Children must be reminded of and be shown how to follow good handwashing routines, as they were before schools closed for the majority of pupils. Hand washing stations are available in all classrooms and toilets. Hand sanitiser is used as a last resort and must always be administered by an adult.  | *Schools must ensure that pupils clean their hands regularly.*  | Soap and hand sanitiserLabel hand soap so it stays in correct classroom.  | Ensure good stock levels. Class teachers to inform Site Assistant when stock is running low. Site Assistant to inform HT or Finance Officer when stock is running low in good time for new orders to be placed. | HTSite AssistantFinance Officer |
| Ensure good respiratory hygiene | Children and staff must take the ‘catch it, kill it, bin it’ approach and this should be encouraged and modelled by staff. When a children needs to wipe their nose or sneeze they must use a tissue wherever possible. If parents wish to send children into school with their own supply of tissues in their pocket, this would be acceptable. Children should have regular and easy access to tissues and there are pedal bins in every classroom. These will be emptied on a regular basis. Facemasks will not be required but can be worn out of choice by any staff member or child. A stock of masks is kept in the Headteacher’s office.  | *Ensure good respiratory hygiene – promote the catch it, kill it, bin it approach.*  | Tissues available in all classrooms | Ensure good stock levels. Teachers to inform Site Assistant when stock is running low in good time for new orders to be placed. | HTSite AssistantFinance Officer |
| Cleaning frequently touched surfaces | Please see the Cleaning section of this document for more information.  |  |  |  |  |
| Minimising contact and mixing by altering the environment | Please see the Organisation of the school section of this document. |  |  |  |  |

**CLEANING**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Cleaning frequently touched surfaces | Surfaces which are commonly touched by children and adults need to be regularly cleaned. Guidance states this should be done with standard products such as detergent and bleach. Surfaces which should come under this regular cleaning include, but are not limited to:* table-tops
* chairs
* door handles
* window openings
* light switches
* sinks
* toys and books
* entry keypads
* telephones
* stationery and equipment, where communal use is unavoidable

As a guide, table-tops, classroom sinks and door handles should be sprayed and wiped before the children enter school, at break time, at lunch time and after school has finished. Other resources such as toys can be sterilised daily using Milton fluid where appropriate. Daily cleaning of other areas will come under the purview of the cleaning contractors BBCS. Anti-viral spray has been purchased for all classrooms and this should be used. Multiple cloths have also been purchased and these are washed by Site Assistant on a regular basis. This will be stored in each individual classroom but must be kept out of reach of children at all times. No PPE is required to complete this level of cleaning. Bins should be checked and emptied at breaktime and lunch time if needed.  | *Clean frequently touched surfaces often using standard products such as detergent and bleach.* | Antibacterial spray and cloths for classrooms | Ensure good stock levels. Class teachers to inform Site Assistant when stock is running low. Site Assistant to inform HT or Finance Officer when stock is running low in good time for new orders to be placed. | HTSite AssistantFinance Officer |
| Continuation of regular cleaning | Regular daily cleaning of Bledlow Ridge School is contracted to BBCS. The cleaners attend school after hours meaning they are unlikely to come into contact with other members of the school community. It is vital that the level of cleaning provided by BBCS is to a high level, and deviation from their usual cleaning routine may be needed. As a **minimum** level of cleaning each day the following jobs need to be completed:Classrooms* Table-tops wiped
* Floors mopped and vacuumed
* Light switches and door handles cleaned
* Doors below handle height cleaned and wiped.
* Sink areas must be wiped and cleaned
* Bins must be emptied

Toilets, including staff toilets* Continue as per the current schedule to clean communal toilets daily, included hand dryers, door handles and light switches.
* Doors below handle height to be cleaned and wiped.
* Bins must be emptied

Communal Areas and Corridors* All floors must be mopped or vacuumed daily
* All door handles must be wiped
* Doors below handle height to be cleaned and wiped.
* All light switches must be wiped
* Keypads (door entry and alarm) must be wiped
* Bins must be emptied

Medical Room, Kitchen, School Office and Staff Room* Table-tops wiped
* Floors mopped and vacuumed
* Light switches and door handles cleaned
* Doors below handle height to be cleaned and wiped.
* Sink areas must be wiped and cleaned
* Kettles and other appliances must be wiped
* Bins must be emptied

Completing all of these tasks daily may necessitate an increase of cleaning hours. This will be negotiated with BBCS. It is the responsibility of BBCS to provide PPE to their workers, but Bledlow Ridge School will inform of them of any suspected or confirmed cases of Covid-19 in case this affect their requirements. We will expect a reciprocal agreement regarding the status of their employees and clear and immediate communication of cleaning was not able to take place. Communication with by done via Nicola Tredwell, account manager, and through the communication book. Site Assistant and HT will be responsible for this liaison with BBCS. Where there is an unsatisfactory level of cleaning by BBCS, this must be reported to HT or Site Assistant immediately so the matter can be taken further with BBCS.  | *Putting in place a cleaning schedule that ensures cleaning is generally enhanced.*  | Increase costs to pay for possible increased hours.  | HT and Site Assistant to liaise with BBCS regarding the new schedule. HT to liaise with BBCS about completing a checklist every night to evidence cleaning.  |  |
| Toilets | The toilet blocks in Key Stage 1 will be used for Year R, 1, 2 and 3. The toilets in Key Stage 2 will be used for Year 4, 5 and 6. This will be cleaned after each break time and lunch time. **Is this too much? Who?** This cleaning will consist of:Anti-viral wiping of:* Taps
* Sinks
* Soap dispensers
* Door handles
* Flush handles
* Toilet seats

This will be completed by HT or Site Assistant.  | *Different groups do not need to be allocated their own toilet block, but toilets will need to be cleaned regularly.*  |  |  |  |
| Shared Spaces | Shared spaces such as the hall, ICT suite and library can be used again. If these are used by a group, or class of children then they must be cleaned immediately after use. This cleaning will include:* wiping of door handles
* wiping of table-tops
* wiping of seats
* wiping of light switches
* wiping of other touched equipment – e.g. computer mice, keyboards and screens.
 | *More frequent cleaning of rooms/shared areas that are used by different groups.*  |  |  |  |
| Cleaning an area where there has been a confirmed or suspected case of Covid-19.  | If the school has a confirmed or suspected (child has been sent home) case of Covid-19 then all areas must be cleaned in line with the government guidance. Until this has been done this area should be designated as out of bounds to everyone except the cleaning staff (BBCS or Site Assistant/HT/LH). This staff will follow the PPE and cleaning guidance outlined by the government. This guidance can be found at:<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>Site Assistant has read the guidance linked above and is happy that the school is able to comply.  |  | Ensure adequate PPE is available for the cleaning process if required (disposable gloves and apron). If bodily fluids are present additional PPE for eyes, mouth and nose may be necessary and need to be sourced.  | Order PPE stock | HTFinance Officer |

**SOCIAL DISTANCING AND GROUPING PUPILS**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Grouping children | We will implement class size ‘bubbles’. This group will take all possible steps to avoid mixing with other ‘bubbles’ of children and wherever possible will have consistent staff members teaching them. The only time where staff will change is for specialist teaching (e.g. French and PE) and in order to cover the class teachers PPA time. Teaching assistants will remain consistent to the year group they are working with as far as possible. During playtimes and lunch times each group will have their own specified outdoor space, so they do not mix with other children from other groups. Within these groups, the ability of the children to socially distance will differ. The younger children will not be expected to socially distance as the format and needs of their curriculum makes this impractical. As the children get older and their education becomes more formal, then social distancing becomes more feasible. Wherever possible children should learn outside the classroom if social distancing is difficult. **EYFS and Year 1**As continuous provision will be needed for these children it is not feasible to sit them at desks. There is not enough space in the classroom for them to sit on the carpet with at least 1m between them. The reality is there will be little social distancing possible in these classes due the nature of their play-based learning and curriculum. It should still be encouraged as much as possible though, and reminders to leave distance between each other should be frequently given. Children will be encouraged to keep their hands off other children and staff should implement maximum numbers of children at a particular station (e.g. no more than 4 at the small world area)**Year 2 and 3**Where possible children will remain seated at their desks, but a carpet space may be used for up to half the class at a time to allow for some social distancing and close group work with their teacher. Social Distancing should still be encouraged as much as possible though, and reminders to leave distance between each other should be frequently given. Children will keep their hands off each other wherever possible. **Year 4, 5 and 6**Children will be expected to socially distance and should remain seated in their desks wherever possible.  | *Schools must do everything possible to minimise contacts and mixing.**Minimise contact between individuals wherever possible**The overarching principle is to reduce the number of contacts between children and staff.*  |  |  |  |
| Social distancing of staff | Wherever possible staff should maintain social distancing both from children within the class and from teachers in other bubbles. Details of how to do this are explained in the ‘Classroom protective Measures’ and ‘Other Protective Measures’ section.  |  |  |  |  |

**PROTECTIVE MEASURES IN THE CLASSROOM**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Classroom arrangements | Wherever possible, the classroom should be arranged to allow for as much distance between children and for the teacher to move around the room in a way which means they are still able to keep their distance from children. This may not be possible for the youngest year groups. **EYFS and Year 1*** Limits should be set on how many children can use an activity at a given time
* Enough activities should be available to allow children to not ‘bunch’ around one activity
* Children should use the outside spaces wherever possible
* When working at a table with a staff member or in a small group, children and teachers should work side by side and not face to face
* When working in a small group, try to arrange tables so children can sit further apart
* Toys, activities and furnishings should be easily cleanable. Activities such as water and sand should not be used.
* Carpet seating should use a set seating plan and mean children sit side by side and in rows facing the front.
* Any unnecessary furniture should be removed from the classroom
* Children should not touch staff members

Staff should try their upmost to maintain a distance from children wherever possible. This will not be possible all the time but will have benefits if it can be partially achieved. Staff should avoid close face to face contact.**Years 2 - 6*** Seating should be arranged so that all children are facing the front. Children should sit side by side and not face to face
* Any unnecessary furniture should be removed from the classroom
* Social distancing and not touching children they are sitting near must be encouraged
* Children should not touch staff members

Not all of these measures will be possible all of the time but should be done where they can as it still has benefit.  | *Maintaining distance between people whilst inside and reducing the amount of time they are in face to face contact lowers the risk of transmission.* *Ideally, adults should maintain 2 metre distance from each other and from children.* |  |  |  |
| Ventilation | Windows and doors should be kept open as much as possible. Doors to classrooms should be propped open, within fire safety regulations.  |  |  |  |  |
| Equipment | Equipment should not be shared unless there is no other option. If it is unavoidable (for example, staff using the photocopier) it should be cleaned immediately after use. Each child will be given their own set of equipment to use. This will be kept in a labelled pencil case and comprise of a pencil, rubber, pencil sharpener, a glue stick, scissors, individual whiteboard, a whiteboard pen and a small amount of coloured pencils and felt pens. This is the child’s own supply and should not be shared with another child. Equipment from home is not needed. In the younger years there may be toys and other classroom items that are used in everyday teaching. Each group will have their own equipment which stays in their classroom and is not shared with another. Teachers should carefully select appropriate toys for their age group, bearing in mind the ease of which these can be cleaned daily. Any that cannot be easily cleaned should not be put out for classroom use. Dressing up clothes and soft toys should be removed from classrooms as well.Soft furnishings such as beanbags and cushions should be removed as these cannot be easily cleaned. Reading books and games and other less frequently used resources (such as maths resources) can be shared between the group when being used. However, they should be cleaned after use, or left for 48 hours (72hours for plastics) before being used again. Ideally teachers should create a space in their classroom, out of reach of children, where items can be stored, or there will be marked boxes in the kitchen and first school library area. For example:* where a child has selected a reading book, it should be left for 48 hours when they have finished before being returned to the bookshelf.
* Children can share multi-link cubes in maths for an activity, but this must be cleaned afterwards
* Children can share playground equipment, but this must be cleaned after use

Classroom resources (e.g. reading books) can be taken home if it is educationally beneficial to do so. These should be left for 48hrs on their return before being distributed again.  | *Equipment and resources are integral to education in schools.**For individual and frequently used items it is recommended pupils have their own items that are not shared.* *Classroom based resources can be used and shared in the bubble, but these should be cleaned regularly.*  | Space to store unused toys | Check space in Shed 5 | GGe |

**OTHER PROTECTIVE MEASURES**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Room Allocation | All year groups will return to their normal classrooms.  |  | N/A |  |  |
| Water Fountains | These are not to be used under any circumstances.  | *N/A* | N/A |  |  |
| Cloakrooms | Cloakrooms should not be used. Children can hang their coats on the back of their chair in the classroom and lunchboxes can be kept on the floor under their tables.  |  | N/A |  |  |
| Outdoor playtimes | Break times will be staggered, and each group will have their own allocated area of the outside space. These will be:* The playground
* KS1 end of the field
* KS2 end of the field

Each area will be cordoned off with barriers. No more than 3 groups should be outside at any given time. While groups are outside playing, Year R groups must not use their outside areas due to their proximity to other areas that are being used. Children must not move between the areas and must not mix with other children from another group. They are allowed into the school building to go to the toilet. Break and lunch duties will be conducted by the Teaching Assistant from the year group team and HT or LC. This will allow the teachers to have a break and prepare. The teaching assistant should have their break before or after the group does. Unfortunately, this may mean that while on duty, a teacher is supervising children from another group. This is deemed an acceptable risk due to the outdoor nature of the supervision and the increased space enabling the teacher to remain at least 2 metres from all children. Children must be reminded that if they wish to approach a teacher on duty, they must remain 2 metres away. The only instance this should not happen is in the case of administering First Aid. At this time, the outdoor play equipment (adventure trial) is not to be used as we cannot clean this regularly before other groups may use it. Each group will be given a small amount of playground equipment to use during their playtimes. Additional equipment may need to be purchased. A timetable for outside break times can be found in Appendix A. |  | Purchase of additional playground equipment.  | Stock take and order.  | HTFinance Officer |
| Large gatherings | Assemblies will not be held in the hall. Teachers can still run class assemblies and Mr Haywood will still lead a Monday morning assembly and Achievement assembly via MS Teams, broadcast to each classroom.  | *Schools should avoid large gatherings* | N/A |  |  |
| Moving around the school | Movement in corridors should be kept to a minimum. Children should enter and exit their classrooms via the fire exits to outside wherever possible. Children will need to leave the classroom to go to the toilet, but this will involve minimal movement except for one child from each class at a time.  | *Movement around the school site should be kept to a minimum.*  | N/A |  |  |
| Staffroom | The staggering of break times should allow for vastly reduced use of the staffroom, meaning staff should not be coming into regular contact with each other in this setting.When staff do use the staffroom, they must social distance and avoid sitting opposite anybody else. After using shared equipment such as the tea urn, kettle or dishwasher these items should be wiped down as a regular touch point. If a surface is used to prepare food it should be wiped down afterwards. Windows and doors should be kept open as much as possible.  | *Use of staffrooms should be minimised.*  | N/A |  |  |
| Communal Spaces | Communal areas are:HallICT SuiteLower School LibraryKitchenThese spaces can now be used again. However, they must be cleaned thoroughly with anti-viral spray after they have been used. This cleaning must encompass:* All touch points e.g. door handles and light switches
* Tabletops
* Chairs
* Any resources used (e.g. computer keyboards or games/books)

This must be done immediately after the room is used and no other group should use the space until this has been done. When children are working in small groups in these spaces they should adhere to the distancing and classroom layout advice previously given.  |  | N/A |  |  |
| Shared resources  | Resources that are shared between bubbles might include:* Sports equipment
* Science and art equipment

After use this must be cleaned meticulously and before another bubble. If they are unable to be cleaned, they must be left for 48hrs (72 hrs for plastics) before being returned to central storage for use by another group.  |  | N/A |  |  |
| Use of the photocopier | The photocopier will be moved into a temporary space away from the small confines of the resources room and will be relocated to the school hall. As the photocopier needs a direct wired internet connection options are limited. Being in an open space means that if a queue for use forms, then it is possible for staff to socially distance. After use staff should wipe down touch points such as keypads, touch screens and paper trays.  |  |  |  |  |
| Lunchtime | Innovate will continue to provide a packed lunch for all that order it. This will be stored centrally on receipt and then delivered to all classrooms. The times listed below are for outside time, not to include eating, so teachers are free to build this into their timetable outside these times. Parents are of course welcome to choose to send their own lunch in for their child. This time will be supervised by the class teacher or teaching assistants from the year group. Lunch playtimes will be as follows:Reception and Year 1 – 1200 - 1230Year 2 and 3 – 1230 - 1300Year 4, 5 and 6 – 1300 – 1330Break YR and 1 – 1030 – 1045Year 2 and 3 1045 – 1100Year 4,5 and 6 – 1100 - 115 | *Stagger break times, including lunch.* | N/A |  |  |
| Toilets | The toilet blocks in Key Stage 1 will be used for Year R, 1, 2 and 3.Year 2 will use the disabled toilet to reduce pressure in the main toilet blocksThe toilets in Key Stage 2 will be used for Year 4, 5 and 6. There should be no more than one person in the toilet at any time. Children will need to be made aware of this and instructed to wait outside should there already be one person in there. A flag system will be used to show occupancy – each room will have a marker for the child to leave outside the toilet while they are in there. If a child goes to the toilet and sees a pole outside, they should wait outside the toilet until the other child exits. This will mean group washing of hands should be done in the classroom rather than the toilets.  | *Different groups do not need to be allocated their own toilet block, but toilets will need to be cleaned regularly.* | N/A |  |  |
| Outdoor play equipment  | The adventure trail will remain out of use until October half term at the earliest as regular cleaning between bubbles is impractical at this time.  |  | N/A |  |  |
| PE lessons | PE will only be able be taught if the weather means it can be delivered outdoors.Teaching should only take place with one bubble present. Social distancing should be adhered to whenever possible – as most physical activity leads to heavier breathing. Equipment can be shared between children in a bubble but must be thoroughly cleaned between bubbles using it.  | *School shave the flexibility to decide how physical education will be provided* | N/A |  |  |
| Staff concerns | If, following reading this document, staff still feel they have particular worries about returning to work in the school environment they should discuss this with HT as a matter of urgency.  |  |  |  |  |
| Personal Protective Equipment (PPE) | The guidance from the DfE is clear with regard to facemasks – it is not recommended and is not beneficial in a setting such as school. Therefore, Bledlow Ridge School does not require staff or children to wear a face covering. Should a parent wish to provide one, or a staff member wish to wear one out of choice, there would be no problem with this. The same is true if a child or member of staff wishes to provide their own disposable gloves. Where particularly young children wish to wear a mask, this should be discussed with parents first as it has the potential to increase transmission if used improperly. Any staff who use PPE as part of their normal job role (for example intimate care) should continue to use it as before. PPE would be required when dealing with children who has a suspected case of Covid-19 or is showing symptoms. Procedures for this are outlined in the Dealing with staff and children who become unwell section. Apart from dealing with a child showing symptoms, PPE should only be used if it normally would be done so, for example when dealing with intimate care or a first aid incident where gloves may be required. PPE is kept in the headteacher’s office.  | *Wearing a face covering or mask in schools or other educational settings is not recommended.**The majority of staff in education will not require PPE, even if they are always able to maintain a distance of 2 metres from others.*  | Gloves, face coverings and aprons for staff who come into contact with children with suspected Covid-19 or are showing symptoms.  | Source and order as soon as possible | HTFinance Officer |

**DROP OFF AND PICK UP PROCEDURES**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Drop off | The guidance no longer indicates the need for a one way system to be used. AS a result, we will now use two entrances to cope with the increased number of children in school. These will be the main path to the front door and the vehicle entrance. Staggered drop off times will be used as follows Path Vehicle entrance0830 – 0840 Year 3 Year 60840 – 0850 Year 2 Year 50850 – 0900 Year 1 Year 40900 – 0910 Year RParents will drop their child off at the designated point where they will be met by a member of staff who will sanitise their hands. There will markings showing 2m intervals where parents should wait on the drive or pathway. Once they have dropped off their chid they can leave the same way they entered the school site. Parents will be advised to be swift at drop and on time so not too much time is lost in this process. Siblings who are attending school may be dropped off in the earlier time slot. When children enter the school, they will go directly to their classroom via the quickest outside route possible. Year R parents will be able to accompany their children onto the playground for the first two weeks. If a parent misses their drop off time, they may have to wait until after the last drop off slot, or until there is a lull in children arriving.  | *Schools should consider staggered starts or adjusting start and finish times.*  | N/A | Communicate to parents. | HT |
| Pick up  | The procedure for pick up will be the similar to drop off, with the following times: Path Vehicle entrance1440 - 1450 Year R1450 - 1500 Year 1 Year 21500 - 1510 Year 3 Year 41510 - 1520 Year 5 Year 6The children will be brought to their pickup point by their teachers. They will be handed back to their parent, who will be waiting on the main drive as at drop off. Should a parent miss their collection slot, they will potentially need to wait until the end of the pick-up times to collect their child. Siblings who are also attending school may be collected off in the earlier time slot or a parent may return later on.Children who walk home will be released through the delivery gates at the end of the school day.If a parent misses their collection off time, they may have to wait until after the last drop off slot, or until there is a lull in children leaving.  | *Schools should consider staggered starts or adjusting start and finish times.*  | N/A | Communicate to parents. | HT |
| The car park | Parents should move on from the car park as soon as practicable and not take the time to chat with other parents. We need swift movement through the car park to allow for the staggered drop to work effectively.  | *N/A* | N/A | Communicate to parents. | HT |
| The School Bus | This will continue to run if Motts are happy to provide. The school will ensure children follow social distancing rules when we board them onto the bus, keeping them in their bubbles as far as possible.We will ensure Motts are fulfilling their duties as an employer in protecting their drivers, and also protecting our children whilst in their care.  | *N/A* | N/A | Communicate to parents. | HT |

**CHILDREN WITH SEND**

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| --- | --- | --- | --- | --- | --- |
| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Provision | As far as possible the school will try to meet provision outlined on EHC Plans or Provision Maps for SEN support children. Where a child needs 1:1 support, this will be given using the following guidelines:* The adult should work next to, not face to face with the child
* They should try and maintain social distancing where possible
* They should not share equipment with the child
* They should only touch the child if absolutely necessary (for example if the child is causing a danger to themselves or others)
* If a child initiates contact, gently remind them of the rules regarding social distancing

If a child is removed from the classroom to complete an intervention, this should be done while adhering to social distancing and any shared space that is used should be thoroughly cleaned afterwards.  |  | N/A |  |  |
| Return to school | Some children may need more support for a return to school due to anxieties related to their SEN. Where possible, teachers the SENCo should provide information to these children about what school will look like on their return. This could be done via photos, social stories and telephone contact. If deemed necessary, individual children could visit their new classroom on the INSET day before term starts.  |  |  |  |  |
| Visiting specialists | Specialists should only visit the school if absolutely necessary. If visits can be done remotely via MS Teams, this should be done. Visiting specialists should ensure they sanitise their hands on entry to the school. When working with a child they should use the outdoor space if possible. If this is not possible, then they should use a well-ventilated shared space, and adhere to social distancing. The area they use should be thoroughly cleaned afterwards.  |  |  |  |  |

**RESPONSE TO ANY INFECTION**

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| --- | --- | --- | --- | --- | --- |
| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Engaging with Test and Trace | Anyone who displays symptoms of Covid-19, as detailed earlier in this document, must book a test as soon as possible. Tests can be booked at <https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/>They must also provide details of anyone they have been in close contact with in case they test positive and then self-isolate until the test results are known. Staff and pupils must inform the school as soon as they know the results of the test. If negative they may return to school as soon as they are fit to do so. If positive, the adult or child must follow the guidance at <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance> and isolate for 7 days, or until their symptoms have gone. If someone in a child or adults household tests positive, they must isolate for 14 days.  | *Schools must ensure they understand the NHS Test and Trace process and how to contact their local PHE team* | N/A |  |  |
| In the event of a confirmed case | The headteacher or most senior member of staff on site will contact the Buckinghamshire Public Health Team, the contact is Daniel Flecknoe.Daniel.Flecknoe@buckinghamshire.gov.uk.publichealth@buckinghamshire.gov.uk0344 225 3861 – Public Health EnglandThis team may also contact school if they know of a confirmed case. They will then perform a risk assessment to see who has come into close contact with a confirmed case. This will be dealt with using PH Bucks procedures. Anyone identified as being in close contact with a confirmed case must:Go home to self-isolate for 14 days. Close contact is defined as:* Face to face contact, within one metre for any length of time
* Being coughed on
* A face to face conversation
* Unprotected physical contact (skin to skin)
* Proximity – extended close contact – within 1-2 metres for more than 15 minutes)
* Travelling in a small vehicle such as a car with an infected person

The school will keep a record of which adult has worked with a given group on any day. Where staff have come into close contact with **a child in a different group**, as defined above, they need to fill in a close contact form and give this to HT or the most senior member of staff as soon as possible for records. The school has a template letter, available from the school office or headteacher to send to parents in the event of a confirmed case. This may be updated if a template is received from public health. Names of people who have tested positive must not be shared by the school. Household members of someone contacted and told to self-isolate do not need to stay at home and can attend school as normal – unless they develop symptoms. If they develop symptoms, they must book a test. If this test is negative they must remain in isolation for the full 14 days. If the test is positive they must inform school immediately and isolate for 7 days or until symptoms have gone. The school does not require medical evidence of a negative test.  | *Schools must take swift action when someone who has attended tests positive for coronavirus.*  |  |  |  |
| Containing an Outbreak | An outbreak is defined as two cases within 14 days. Advice must be taken from Public Health Bucks, and this must be followed as closely as possible. Contact details are listed above.  |  |  |  |  |

**SCHOOL TRANSPORT**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Dedicated School Transport | The school will work with Motts to devise a system whereby the children can remain seated in their bubbles.Presently there are:* 2 Y2 children
* 5 Y4 children
* 4 Y6 children

Signed up to the bus. The ideal scenario would be for Motts to place markers on a given row indicating what year group it was for. This would mean children would only be sat next to someone in their bubble. When the bus arrives at school it would be met by two members of staff who will disembark the children, lining them up in socially distanced line next to the hedge. They will then escort them into school, maintaining social distancing and enter through the vehicle gate. These children will be able to go straight to their classrooms. At the end of the day the children will go to the hall as normal and sit in their year group bubbles. They will be escorted to the bus via social distancing by two members of staff and seated in their year groups in the same way to their morning journey. The children will have their hands sanitised on entering the school site and will have washed their hands before leaving at the end of the day. We will ask Motts for their cleaning schedule to ensure buses are cleaned before they come to collect the children from BRS. | *People on dedicated services do not mix with the general public. This means advice for passengers transport to adopt social distancing…will not apply on dedicated transport.* *Dedicated transport should align as far as possible* | N/A | Liaise with Motts re cleaning and placing of markers.  |  |
| Face coverings | While not needed in school, some parents may wish for their child to wear a face covering on the bus. This is not required as it is not a public transport vehicle. However, if they do wear one, they should follow the below protocol for removing before entering school:* Remove without touching the front of their face and by unhooking from their ears.
* A disposable mask should be placed in the nearest bin
* A reusable mask should be put in a plastic bag and the children must take it home again that night.
* They must then wash their hands thoroughly
 |  |  |  |  |

**ATTENDANCE**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Pupil Attendance | We expect everyone to return to school as normal in September, unless there are significant changes to guidance, or a local lockdown is in force. We will record absence as normal, using the codes suggested, but absence due to Covid-19 concerns may not be authorised.Parents will be reminded that attendance is now expected. Any child not attending school will be followed up by the school office using our normal procedures. Where parents raise concerns, we will do our best to meet with the family and try to allay those concerns by pointing to rigorous plans set out in the risk assessment and their links to government guidance. Children’s anxiety over a return can be addressed via the measures laid out in the SEND section regarding social stories and possible visits to the school site before term starts. If parents still refuse to send their child to school we may refer the situation to the Educational Entitlement team via Viv Trundell at BC. BC are adapting the attendance policy, and this will be taken under consideration once published. At this time the school will not issue fines for non-attendance as this has not been our policy previously.  | *It is vital for all children to return to school.**The usual rules on school attendance will apply.*  | N/A | Liaise with Motts re cleaning and placing of markers.  |  |
| Pupils who are shielding or self-isolating | All shielding is being recommended to cease from 1st August, therefore any child who was shielding is expected to return. An increase in local infection rates may mean a temporary return to shielding for some pupils. This is will be checked with BC and the PH Bucks before advice is given to parents. The parent of any child who remains under specialist care should discuss their child’s attendance with school, and if possible a multi-agency meeting with the healthcare specialist should be arranged. Absence where recommended by a specialist or healthcare professional will be authorised. Any child who is self-isolating or shielding should be offered immediate remote learning.  |  |  |  |  |

**STAFF WHO ARE VULNERABLE**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Staff who are extremely clinically vulnerable | Staff who are extremely clinically vulnerable have been informed by the government they are able to return to work from 1st August – as long as they maintain social distancing.If any staff members feel they fall into this category and are not able to social distance as part of their job role they should talk to HT immediately to discuss whether another role is available where this can be accommodated. Staff who live with people who are extremely clinically vulnerable, or clinically vulnerable can attend work.  | *Where schools apple the full measures in this guidance the risks to all staff will be mitigated significantly.*  | N/A |  |  |
| Staff who are pregnant.  | Staff who are pregnant must inform HT as soon as possible. Pregnant women are classed as clinically vulnerable and a risk assessment will be done to ascertain whether any alterations need to be made their working environment. They should follow the guidance at <https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july> |  |  |  |  |
| Staff who are concerned they are in an at risk group.  | If having read this document and considered the control measures put in place, staff feel anxious about a return to work in September because they feel they are in an at risk group they should talk to HT. The school will try to put any practicable measures in place to further lessen the risk.  |  |  |  |  |
| Anxieties over a return to work | If a member of staff has any further anxieties over returning to work they should feel free to discuss these with HT. Further resources can be found at:<https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers><https://www.educationsupport.org.uk>Also available is the Buckinghamshire Employee Assistance Programme:EAP - 0800 882 4102.<https://login.pamassist.co.uk/login>Username: Bucks1 Password: Schools |  |  |  |  |

**TEMPORARY TEACHERS AND VISITING STAFF**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Supply teachers | Supply teachers will only be used as a last resort. The school has a number of other teachers who it can call in an emergency for short term cover, and a teaching assistant may also be able to cover the class for a short period of time, under the direction of a teacher. Where supply teachers are engaged, they will be given a health and safety briefing on arrival, reminding of the need for strict social distancing on their behalf, as well as the procedures around keeping bubbles and children separate wherever possible.  | *Schools can continue to engage supply teachers and other supply staff during this period.*  | N/A |  |  |
| Music Teachers | 1:1 music tuition for violin, piano and guitar can restart from September. These lessons must be conducted in a space that enables social distancing and is able to be well ventilated. Teachers must follow hygiene procedures on entry and clean and wipe and tables and chairs used between students. Brass sessions and recorder sessions will not resume for at least the first half term, as these instruments pose an additional risk of infection.  | *Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.* |  |  |  |
| Premier Sports | Premier Sports will continue to provide teaching on a Wednesday and Thursday. Their staff must adhere to any guidance given regarding the teaching of PE and ensure they remain socially distanced from the children. Sessions must be held outside and may be cancelled in the event of inclement weather.  |  |  |  |  |

**STAFF TAKING LEAVE**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Summer break | Staff who are travelling abroad should ensure they have returned in time to return to work as normal in September. This means they must allow for any quarantine period to have finished by the time term starts. There are a number of countries where quarantine is not required on your return. This list can be found at:<https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors#countries-and-territories-with-no-self-isolation-on-return-to-england>Wider guidance can be found at:<https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors>If a return is not possible due to travel restrictions and disruption to planned travel due to Covid-19, this is a different matter and it may be possible to redeploy staff to work from home.  | *Staff need to be available to work in school from the start of the Autumn term.*  | N/A |  |  |

**SAFEGUARDING**

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| --- | --- | --- | --- | --- | --- |
| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Safeguarding | The school continues to follow the Child Protection Policy and addendum to this, based upon the model polices provided by BC. We will continue to work to any additional, or changes to policies issued by BC and will review our current policy in light of the new arrangements.  |  | N/A | Policy review.  | HT |
| Concerns for September | We may see a rise in the number of disclosures from children as we return from the period of prolonged lockdown. Staff will be given refresher training in signs and symptoms of abuse, our safeguarding procedures and how to use Tell, Explain, Describe effectively if a child makes a disclosure and more information is required. We will continue to work with ESAS (Education Safeguarding Advice Service) and the First Response team should we have significant concerns about families or individual children.  |  |  |  |  |

**SCHOOL VISITS**

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| --- | --- | --- | --- | --- | --- |
| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Residential Trips | Overnight stays are still advised against at this stage.  | *We continue to advise against overnight and overseas educational visits.*  | N/A | Policy review.  | HT |
| Day visits | School trips can be booked once again and are an important part of the curriculum. However, the following control measures must be adhered to:* Children must be able to stay in their consistent bubble throughout
* Children and staff must be able to social distance as far as possible
* Handwashing and hygiene facilities must be available
* The venue being used must have proof and risk assessments to show they are Covid secure. These must be obtained as part of the school risk assessment.
* Ideally, school trips will not mix with members of the wider public.
* Wherever possible, activities should be undertaken outside

Risk assessments for school trips must make reference to all of the above points when being submitted for approval. The school will continue to use the Evolve system and BC expertise for advice and checking of risk assessments where necessary.  | *Schools can resume non-overnight domestic visits.*  |  |  |  |

**SCHOOL UNIFORM**

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| --- | --- | --- | --- | --- | --- |
| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| School uniform | School uniform will return to normal from September. For the first half term pupils may wear summer or winter uniform as outlined in the policy. The guidance states uniform does not need to be cleaned any more than usual and this will be communicated to parents.  | *It is for the governing body to make decision regarding school uniform.* *We would encourage all schools to return to a full uniform policy.*  | N/A | Policy review.  | HT |
| PE Kit | The school will continue to ask children to come wearing their PE kit on days where they have a PE lesson. This reduces the need for using shared spaces for separate boys and girls changing for the older pupils, reduces lost lesson time for changing, reduces the number of items moving between home and school and eliminates the risk of children taking items belonging to another household home.  |  |  |  |  |

**EXTRA CURRICULAR CLUBS AND WRAPROUND CARE**

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| --- | --- | --- | --- | --- | --- |
| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Wrapround Care | Breakfast Club and After School club are provided by Ridge Kids, a local business. Breakfast club is run off site and can resume as normal. After School is run using our site, and is a school letting. For this letting to go ahead, Ridge Kids must assure and satisfy the school that:* They are following all guidance set out in: <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>
* They are doing all they can to maintain the consistent bubbles used in school during their time at after school club. If this cannot be done, they must use small consistent groups.
* They must satisfy the cleaning requirements of the school at the end of each session.
* The criteria set out for external providers below
 | *Schools should consider resuming breakfast and after-school provision, where possible from the start of Autumn term.*  | N/A | Liaise with Ridge Kids.  | HT |
| Clubs by external providers | External providers may resume their clubs under the following criteria: or start after half term?* Social distancing will need to be observed
* Staff must be able to stringently social distance from the children in the group as they are likely to be from different bubbles.
* Regular handwashing must be undertaken
* Children must be kept in their class bubbles within the club
* Contact sports may not take place.
* Thorough cleaning of shared spaces and equipment must take place to meet the school’s standard.
* Providers must show a risk assessment of their own to show they are Covid secure.
 |  |  | Liaise with club providers.  |  |
| Teacher led clubs | The school will look to see what capacity it has for running enrichment activities after school. Any clubs run will need to meet the following criteria: or start after half term?* Social distancing will need to be observed
* Staff must be able to stringently social distance from the children in the group as they are likely to be from different bubbles.
* Regular handwashing must be undertaken
* Children must be kept in their class bubbles within the club
* Contact sports may not take place.
* Thorough cleaning of shared spaces and equipment must take place.

Parents should be advised to limit the number of wraparound providers they access, as per the government guidance.  |  |  |  |  |

**CURRICULUM**

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| --- | --- | --- | --- | --- | --- |
| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Curriculum Offering | Bledlow Ridge School will continue to offer a full curriculum, teaching all subjects. Teaching of additional Maths and English lessons is not required for catch up. We firmly believe our positive outcomes are due to the variety and breadth of the curriculum our children can access and to remove this would be detrimental to pupils engagement and outcomes. As per the guidance, we will prioritise learning in core subjects to the most vital and important strands in the first instance rather than removing whole subjects to make way for more teaching. Through teaching a wide and broad curriculum there is plenty of scope to teach new knowledge in Maths and English lessons and to use and apply these skill sin other curriculum areas. We will continue to use our Project Based Learning approach to the curriculum. Some activities and lessons may need to be adapted to fit in with the procedures in this document, but our curriculum offering will be broadly unchanged from normal.  | *All pupils receive a high quality education that promotes their development and prepares them for…later life.*  | N/A | Policy review.  | HT |
| Teacher handover | Teacher handover has happened as normal this year, with detailed meetings having taken place between previous and new teachers. The previous teacher will give a list of objectives to the new teacher that have not be covered. This will be the starting point for teaching in the core subjects in September.  |  |  |  |  |
| The first month | The first month will be dedicated to identifying gaps in learning and assessing how much further intervention children may need. Teachers will start by working on basic skills in Reading, Writing and Maths. In Maths this may include place value and the four operations – which would be our normal starting point. I do not feel that simply teaching the curriculum from March onward is the best solution. There is time for children to catch up at a pace suitable for them and the school in order to ensure any catch up learning is not just superficial, but embedded. It would be easy to tick box objectives, but by interweaving them into new learning for the current year group, this depth of knowledge can be achieved. The exception to this may be in Year 6, where they will need to complete aspects of the year 5 curriculum in Maths to prepare for the 11+ exam. A lot of teaching builds on what has gone before. It may be that teachers save teaching an objective that was not covered the year before until it is time to teach It as part of this year’s curriculum plan. An example may be:Time in Maths: The teacher may wait until this comes around in their long term plan but adjust their starting point for teaching this. They may spend longer than usual teaching this topic to give time to cover what has been missed in the previous year. Assessments will be done of the children to identify any fundamental problems with the basics of their understanding in key areas. These will not be done by formal testing, but by carefully planned activities to tease out understanding of what should be known and what areas need to be improved. This will also be important given the varying amount of work that may have been competed at home.  | *School leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials.* *…identifying opportunities across the curriculum**The curriculum should remain broad, so that the vast majority of pupils are taught the full range of subjects over the year.*  |  |  |  |
| Music | Music lessons will be adapted to include composition and music appreciation rather than to include singing and brass or wind based instruments being used.  |  |  |  |  |
| Relationships and Health Education | The implementation of this new statutory framework has been delayed to Summer 2021.  |  |  |  |  |

**CATCH UP AND TUTORING**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Catch up in School | After the initial month of assessment there will be a tiered approach to providing catch up support. The full guidance of how the government grant will be distributed has not yet been published but the catch up grant itself may only amount to around £70 – 90 per pupil, or 4 hours of 1:1 tuition. It is not feasible to offer 1:1 tuition to all, so it will need to be applied on a needs led basis. Our current plan is a tiered approach:Tier 1 – Our normal curriculum offering, tailored to allow for catch up and teaching of missed objectives. This will be applicable and suitable for the large majority of pupils. Tier 2 – Children identified for intervention. Some children will need small intervention levels to embed and reteach work that has been done earlier in the day. This may be delivered by the class TA or by a teacher during an afternoon slot. This will be short sessions with a specific focus and may be delivered to a small group. Some pupils will need this in each class. Tier 3 – Intensive support. This is where the bulk of the catch-up grant given by the government will be spent. This will be targeted at those children who have significant gaps in their learning and will need a lot of support to reach their previous level of attainment. Interventions for children in this tier may include a prolonged period of 1:1 tuition from a teacher or tutor or access to specialist teaching or provision from other services. This will apply to the smallest number of children. Some pupils in this tier may have a reduced curriculum offer to allow for the time to access this extra provision. Following our initial assessments, teachers will be able to place children into tiers and we can agree their extra provision moving forwards. The school has had offers from previous teachers Mrs Bulmer and Mrs Mace to help provide any extra tuition and I will also approach Mr Walkden.  | *…to help pupils make up for lost teaching time, with extra support for those who need it the most.*  | N/A | Policy review.  | HT |
| Disadvantaged Pupils | Disadvantaged pupils (currently 2 on roll) will be able to access provision provided by an additional package promised by the government. This is likely to be 1:1 tuition. When details of how to access this are published, we will do so.  |  |  |  |  |

**PUPIL WELLBEING**

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| --- | --- | --- | --- | --- | --- |
| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Mental Health | This is vital. Without the right attitude for learning, catch up and new learning will not occur. Children may have been completely isolated with no siblings, be anxious, be suffering the effects of no social contact, suffering bereavement or be anxious about a return to school or their parents return to work. Teachers must address these factors first, and the first few days after our return will be built around getting to know each other again. Teachers will use PSHE and Circle Time activities predominantly to assess where each child Is at. Art activities are useful for getting to chat to children informally and subtlety found out how they are doing. Some academic work may commence, but this is of secondary importance in the first instance.Additional Resources can be found at:<https://www.eventbrite.co.uk/e/dfe-supporting-pupil-and-student-mental-wellbeing-tickets-110796856380><https://www.gov.uk/guidance/teaching-about-mental-wellbeing><https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-school-nurse-commissioning>Mental Health and Wellbeing Resource Pack - <https://www.virtual-college.co.uk/courses/professional/mental-health-resource-pack>Understanding Young Minds (self-harm) - <https://www.virtual-college.co.uk/courses/safeguarding/understanding-young-minds>A similar tiered system will be implemented for children where there are concerns over mental health:Tier 1 - Inclusive, nurturing and whole school approaches already used. Tier 2 - Enhanced practices and pupil specific support (if needed) Tier 3 - Specialist provisions and interventions for pupils and families already identified as needing it.  | *Pupils may experience a variety of emotions in response to the coronavirus outbreak.*  | N/A | Policy review.  | HT |
| Behaviour | The school will retain its expectations regarding behaviour. However, we will need to be prepared for the fact that some children’s behaviour may have been affected by the experience of being away from school. There may be a lack of engagement in returning to school or anxieties about returning may manifest itself as poor behaviour. This must be allowed for in the application of the behaviour policy. Where children return and are struggling with their engagement and behaviour the school will work with the family and the child to provide effective support to help the situation – identifying the barriers to behaviour and put systems and strategies in place to overcome these.  | *Schools will need to work staff, pupils and parents to ensure behaviour expectations are understood.*  |  |  |  |

**STATUTORY ASSESSMENTS**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Statutory assessments | These have been reinstated for the coming academic year. Therefore, we will prepare pupils to undertake:Early Years Profile AssessmentsYear 1 Phonics Screening CheckPossible Year 2 Phonics CheckYear 2 Tests and Teacher AssessmentsYear 4 Multiplication CheckYear 6 SATs |  | N/A |  |  |

**CONTINGENCY FOR FURTHER CLOSURES**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| A full time return is not possible.  | If a full time return is not deemed possible, and pupils are asked to return on a part time, rota basis, the school will begin a system of blended learning. The details of how this looks are subject to guidance from the DfE.Current plan:* All children would return at some point during the week.
* The class would be split in half and would still work with their current teacher.
* Monday – Group A in school and Group B at home. Group would receive a full days teaching focussed on English and Maths and be given work to do at home on Tuesday.
* Tuesday – Group B in school repeated the sessions from Monday. Group A working at home on set work.
* Wednesday – Group A return to school, review home learning and complete more taught content, with work set for Thursday. Group B work at home.
* Thursday – Group B are at school with Group A at home.
* Friday – school is closed to pupils for cleaning and PPA time. The teachers will deliver a MS Team session to all pupils in their class to set work for the Friday.

This plan is preferable as it reduces the time spent out of school in one go, and there is the accountability of having to return work to the teacher the next day. The heavy focus on Maths and English on these days means less curriculum time is lost for those subjects.  | *For individuals or groups self-isolating remote education plans should be in place.*  | N/A |  |  |
| No return in September is possible | This will mean a return to full time remote learning. This will look different to previously lockdown work. During the last few weeks there have been a successful trial of using MS Teams with the pupils. This will be part of the new remote education provision. Buckinghamshire are converting all schools to their individual tenant so pupils will be given log in details to this in September to take home, ready for use. The school will not specify how many lessons a day need to be delivered ‘live’ in the first instance – teachers are professionals and will be able to judge where they think it will be useful to enhance learning. However, there will be a live session at least once a day for each class. The purpose of this may differ every day, for example:* An introductory session to check in with pupils and set out the learning for the coming day
* An end of day session to go over and check work completed that day
* A story to share with the class
* An instructional lesson to provide teaching of new content and set up the activity for that day.

Teachers may use more than one live session. The type of sessions completed regularly will depend on the age of the children. Younger children may benefit more from the social interaction and engagement type activities rather than teaching sessions which require more sitting still and independent listening. Learning will continue to offer three lessons, or pieces of work to be completed each day. HT will explore using Assignments for setting and receiving work within MS Teams as an alternative to eSchools. The work that is set and lessons that are taught will continue to curriculum and will teach new content to the children so their learning can continue to progress. The work needs to have meaning and relevance and follow on from what they have been learning up until the pint of closure. Oak National Academy continues to make content, and this may still form the basis of some of the home learning as it provides the high quality video content asked for in the guidance. Teaching will still be expected to try and move through the curriculum at a similar pace compared to being in school. Activities and work set need to allow for the usual assessment and feedback opportunities.The remote teaching sessions (either live or via video) and the work that is completed should mean pupils need to complete at least two hours of work per day, and preferably more. Further guidance is expected on what remote learning should provide. Staff will be given training on how to use MS Teams on the INSET day in September. If possible, teachers should teach live lessons from in school as the technology is readily available and it is better from a safeguarding point of view. Examples of good practice can be found at:<https://edtech-demonstrator.lgfl.net> | *We expect schools to have capacity to offer remote education.**Use a curriculum sequence that allows high quality online and offline resources and teaching videos.* *Select online tools that will be consistently used across the school in order to allow for interaction, assessment and feedback.* *Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.* |  |  |  |
| A ‘bubble’ has to close for 2 weeks | This bubble will revert to full remote learning as detailed above as the likelihood is the vast majority of children will be fit and healthy and able to engage in learning. If the teacher has fallen ill, the school will do it’s best to free a teacher from teacher duties to provide work and check in with the class daily via MS Teams. Teachers need to be working to a curriculum plan that is easy to move to remote learning. With this in mind they wish to follow the Oak Academy programme of study that will allow them to use this resources as short notice should it be needed. DfE Curriculum Maps will be provided by the end of July. We will match this with our current curriculum plan and see how closely these match and make any adjustments we feel necessary. Further educational resources are available at:<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources> |  |  |  |  |
| A local or national lockdown causes a further full closure | School will revert to full online learning as detailed above.  |  |  |  |  |
| Availability of Technology | A survey of the school revealed that around 30 pupils do not have a device to be able to use. The school is seeking a CIL grant to be able to purchase 30 Chromebook devices and devices for teachers to be able to take home and use should they need to do so. These devices will be made available on a loan basis to families, using a deposit scheme to cover the cost of repairs or damage. If a family is still not able to access devices, paper based textbooks and printed materials will be made available to this family.  |  |  |  |  |

**VISITORS TO THE SCHOOL SITE**

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| Parent volunteers | We will not be having parent volunteers on site until half term, when this will be reviewed.  |  | N/A |  |  |
| Visitors to the school site | Parents should not come into the school building without a prior, booked appointment. This should be made via the school office and preferably contact will be made via email.  |  |  |  |  |
| Contractors | Contractors must sign to say they agree to abide by the schools procedures and protocols for remaining Covid safe. They must be able to social distance from all on site and will preferably carry out their wok in school holidays or out of school hours.  |  |  |  |  |