**BLEDLOW RIDGE SCHOOL**

**Plan to fully re-open school from 8 March 2021**

The government has asked schools to fully reopen to all pupils on a full-time basis from 8March 2021. This document outlines the plans and steps the school has made for implementing the latest government guidance: (<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf>)

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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 required to self-isolate. | No child or staff member should attend school if:   * they have Covid-19 symptoms (listed below) * a member of their household has C-19 symptoms * they have had a positive test * they have been contacted by Test and Trace * they are required to quarantine * They are awaiting the results of a PCR test   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 required to self-isolate.** | N/A | Reminder to be included in parent communication.  New home-school agreement. | (AH) |
| Staff who become unwell | If a staff member develops symptoms of Covid-19 during the school day they are to immediately report this AH. The staff member will be sent home to self-isolate.  If the class has a Teaching Assistant (TA) present, the TA 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.  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. They should not use public transport.  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 as soon as they feel better. (  Parents of children within that bubble will be contacted to inform them of a suspected case.  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.gov.uk/get-coronavirus-test>. If no tests are available the school have a supply that can be distributed. | 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 AH. They will then be assessed. Their temperature will be taken via an infra-red thermometer and their symptoms will be monitored.  A parent/ carer will be contacted be asked to collect the child immediately  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.  At point of collection of the child, the parent/carer will be asked to book a PCR test. They should not use public transport. The child and wider household, including siblings will need to isolate until the result is known. If the test is negative, they can end isolation and return to school.  The space the child was using will be deemed out of bounds until cleaning can occur and their group will be relocated (preferably outside).  Staff who have been in close contact with pupils showing symptoms do not need to isolate unless:   * The pupil tests positive * The staff member develops symptoms * They are contacted by 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.gov.uk/get-coronavirus-test>. If no tests are available the school have a supply that can be distributed. | *If a pupil displays Covid-19 symptoms while at school…and…be collected by a member of their family or household.* | N/A | Communicate to parents. | AH |
| Self-Isolation | It is a legal obligation to comply with self-isolation. This is necessary if:   * You develop new symptoms of Covid 19 * A member of your household has developed symptoms of Covid-19 (including someone in your support/childcare bubble) * You have tested positive for Covid-19 (PCR or LFD) * You have been contacted by test and trace as a close contact of a confirmed case.   If you have tested positive the isolation of 10 days starts from the day the symptoms started.  If it is a member of your household, then your 10 days starts from the first day of their symptoms or the day the test was taken if they were asymptomatic. If you then start to display symptoms you must restart the 10 days and book a PCR test.  If anyone tests positive without displaying symptoms, but then develop symptoms during the isolation period, they must restart the 10 days from the day they developed symptoms. |  |  |  |  |
| Covid-19 Symptoms | **Most common symptoms**  Fever  Dry cough  Tiredness  Loss of taste or smell  **Less Common Symptoms**  Aches and pains  Sore throat  Diarrhoea  Conjunctivitis  Headache  A rash on skin, discolouration of fingers or toes  **Serious Symptoms**  Difficulty breathing or shortness of breath  Chest pain or pressure  Loss of speech or movement  Showing one of the less common symptoms may not trigger a child being sent home for a Covid-19 test, but will be viewed alongside other symptoms they may show. Some symptoms may involve a child being sent home purely because they are unwell eg diarrhoea |  |  |  |  |

**FACE COVERINGS**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Staff wearing of face coverings. | Staff should wear masks in school when not in their own classroom. This will apply to the staffroom and other communal areas.  Transparent face covering may be worn where they are needed to aid communication.  Face shields and visors must not be worn as an alternative to face coverings.  There is a supply of face coverings available for the Head Teacher’s office if staff require one. | *Face coverings should be worn by staff and visitors where social distancing is not possible.* | Supply of disposable face masks. | Ensure good stock levels. | AH |
| Exemptions | Exemptions apply to individuals who:   * Cannot put on, wear or remove a face mask because of physical impairment or disability. * Speak or provide help to someone who relies on lip reading, clear sound or facial expression to communicate. |  |  |  |  |
| Safe Wearing and Removal | Staff should follow the guidance below:   * Hands should be cleaned before and after touching your face mask. * They should be stored in an individual sealable bag between uses. * They should be removed if they become damp   Staff should consider bringing a spare face mask to school. |  |  |  |  |

**P****ERSONAL 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 to preserve supplies. | *Schools must ensure that pupils clean their hands regularly.* | Soap and hand sanitiser  Label hand soap so it stays in correct classroom. | Ensure good stock levels. Class teachers to inform JL when stock is running low. JL to inform AH or DT when stock is running low in good time for new orders to be placed. | AH  JL  DT |
| 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 foot operated pedal bins in every classroom. These will be emptied on a regular basis. | *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 JL when stock is running low in good time for new orders to be placed. | AH  JL  DT |
| 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 JL 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 JL when stock is running low. JL to inform AH or DT when stock is running low in good time for new orders to be placed. | AH  JL  DT |
| 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. JL and AH will be responsible for this liaison with BBCS. | *Putting in place a cleaning schedule that ensures cleaning is generally enhanced.* | Increase costs to pay for possible increased hours. | AH and JL to liaise with BBCS regarding the new schedule.  AH 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 and 3.  Year 2 will use the disabled toilet.  The toilets in Key Stage 2 will be used for Year 4, 5 and 6. | *Different groups do not need to be allocated their own toilet block* |  |  |  |
| 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 – eg 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 JL/AH/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>  JL 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 | AH  DT |

**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 (eg 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 encouraged to keep their hands off other children and staff should implement maximum numbers of children at a particular station (eg 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 they should be aimed for    Staff members should do everything possible to maintain a distance of 2m from children wherever possible. | *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.  If the weather outside is colder, some doors and windows may be closed, but the rooms should be purged at breaktime and lunchtime by opening all doors and windows to change the air in the room. |  |  |  |  |
| 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 (eg 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 AH. 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. | AH  DT |
| 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.  A second staffroom has been set up in the hall to help with distancing.  Windows and doors should be kept open as much as possible. | *Use of staffrooms should be minimised.* | N/A |  |  |
| Communal Spaces | Communal areas are:  Hall  ICT Suite  Lower School Library  Kitchen  These 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 eg door handles and light switches * Table tops * Chairs * Any resources used (eg 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.  Staff should sanitise hands before use. |  |  |  |  |
| Lunchtime | Innovate will provide hot lunches for the children. This will be served in disposable containers and delivered to all classrooms so they can be eaten in bubbles, with the exception of Year R, who will eat in the hall. All surfaces, chairs and tables will be cleaned thoroughly after use and the hall will be kept well ventilated.  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 times will be as follows:  Table  Description automatically generated | *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 blocks  The 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 after Easter at the earliest as regular cleaning between bubbles is impractical at this time. |  | N/A |  |  |
| PE lessons | Outdoor sports should be prioritised. If indoors, it should be in a large space with good levels of ventilation.  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.  Lessons will still be provided by Premier Sports where they are timetabled to do so. | *Schools have the flexibility to decide how physical education will be provided* | N/A |  |  |
| Music Lessons | Curriculum music lessons will continue.  Singing, brass, wind instruments and chanting may pose an increased risk. For this reason sessions should be:   * Conducted outside where possible * Take place in a large well-ventilated space * Singers and players should all face forward and the teacher should stand to the side, not directly in front of the class. |  |  |  |  |
| 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 AH as a matter of urgency. |  |  |  |  |
| Personal Protective Equipment (PPE) | 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. |  | 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 | AH  DT |
| Staff Asymptomatic Testing | Please see separate Risk Assessment document for more details. |  |  |  |  |

**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 | To allow for the correct length of school day, the drop off procedure will be as follows:  Drop will be scheduled for 8:30 – 8:45 to allow for easing of traffic.  Yr R – 3 Will arrive down the main gate. The children will go onto the playground, and then to the external door to their classroom via the outside of the building. Parents should exit the school site by walking in front of the hall and then out the small gate and out via the delivery gates, keeping close to the wooden fence.  Y4 – 6 will arrive at the delivery gates, entering on the tree side of the path to allow distancing from exiting parents. Diagram below, blue arrows are parents’ directions, red are pupil.  A picture containing chart  Description automatically generated | *Schools should consider staggered starts or adjusting start and finish times.* | N/A | Communicate to parents. | AH |
| Pick up | Pick up will follow a staggered timetable.  At 2:55 children from YR-3 will be brought to the playground, along with any siblings. They will line up and wait in year group lines marked on the floor.  Parents will enter the school site down the main path and through the side gate. They will move to the playground and collect their child(ren) and continue around the outside of the school and exit via the delivery gates.  At 3:10 this process will be repeated for Y4-6 although they will be encouraged to leave the school site independently if parents allow.  There will be 2-3 staff marshals to ensure the flow of parents and children is kept at a good pace to allow for social distancing on site. | *Schools should consider staggered starts or adjusting start and finish times.* | N/A | Communicate to parents. | AH |
| 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. | AH |
| The School Bus | The school bus will continue to run on the same risk assessment as previously. Children will sit in year group bubbles on the bus.  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. | AH |

**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, 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 the school on the Friday before returning on the Monday. |  |  |  |  |
| Visiting specialists | Specialists can visit the school. However, if visits can be done remotely via MS Teams, this should be explored.  Visiting specialists should ensure they sanitise their hands on entry to the school and will be asked to sign a role specific risk assessment. They should wear a mask while moving around the school and while during the session, if appropriate for the work they are doing.  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.  If working for an external agency, they should wear PPE as designated by their employer – if this is greater than what is specified by the school. |  |  |  |  |

**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.gov.uk/get-coronavirus-test>. If no tests are available the school have a supply that can be distributed.  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.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/> and isolate for 10 days, or until their symptoms have gone.  If someone in a child or adults household tests positive, they must isolate for 10 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 DfE Covid Helpline (number below)  DfE Covid Helpline - 0800 046 8687  The school improvement mailbox should also be alerted at  [sis@buckinghamshire.gov.uk](mailto:sis@buckinghamshire.gov.uk)  Public Health Bucks contact details are:  [Daniel.F](mailto:daniel.flecknoe@buckinghamshire.gov.uk)[lecknoe@buckinghamshire.gov.uk.](mailto:daniel.flecknoe@buckinghamshire.gov.uk)  [publichealth@buckinghamshire.gov.uk](mailto:publichealth@buckinghamshire.gov.uk)  This phone call will go through a risk assessment to help identify close contacts. Template letters will be sent by the DfE and these will be amended accordingly and sent to parents. The identity of the confirmed case will be kept confidential. See confirmed case checklist for more information.  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 AH or the most senior member of staff as soon as possible for records.  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 10 days.  If the test is positive they must inform school immediately and isolate for 10 days from the date symptoms started 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 children will be seated on the bus in their year group bubbles.  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. | *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 | Motts will require children to wear face coverings on the school bus. |  |  |  |  |

**ATTENDANCE**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Pupil Attendance | Attendance from 8 March is Mandatory. The X code will be used for absence related to Covid 19.  We will record absence as normal and 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 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 | Pupils who have been advised to shield should continue to work from home.  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 should work from home until 31 March at the earliest.  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 AH as soon as possible.  Pregnant woman are classed as clinically vulnerable and a risk assessment will be done to ascertain whether any alterations need to be made their working environment. The school will follow the guidance at  <https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees> |  |  |  |  |
| 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 AH.  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 AH.  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 8th March.  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. | *Peripatetic staff can move between schools.* |  |  |  |
| 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 when the holidays are over. 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:  Wider guidance can be found at:  <https://www.gov.uk/guidance/how-to-quarantine-when-you-arrive-in-england>  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. | AH |
|  | 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. | AH |
| Day visits | School visits are advised against at this stage.  When they are allowed again, the following guidance applies:   * 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. | *Educational visits are advised against.* |  |  |  |

**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.  Pupils should remain in winter uniform until Easter and can then wear Summer or Winter after that.  The guidance states uniform does not need to be cleaned any more than usual and this will be communicated to parents. | *We would encourage all schools to return to their usual uniform policy.* | N/A | Policy review. | AH |
| 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 amount 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 the guidance for out of school settings. * The integrity of the school bubbles will be maintained. * 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. | AH |
| Clubs by external providers | External providers may resume their clubs after the Easter holidays under the following criteria:   * 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 * 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 Easter. Any clubs run will need to meet the following criteria:   * 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 amount 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. | *Teach an ambitious and board curriculum in all areas.* | N/A | Policy review. | AH |
| Until Easter | Alongside continuing new content, teachers will assess and identify gaps in learning that may have occurred in the most recent lockdown and schools closures.  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. | *You are expected to prioritise identifying gaps and re-establishing good progress.* |  |  |  |
| 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 | The school will decide the best way to spend the catch up premium fund to benefit the most pupils. This will include making use of the National Tutoring Programme.  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. | *…to help pupils make up for lost teaching time, with extra support for those who need it the most.* | N/A | Policy review. | AH |
| 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.  They will access tuition through the National Tutoring Programme. |  |  |  |  |

**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. Time will be spent being a class again and re-establishing rules and routines.  Additional Resources can be found at:  <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. | AH |
| 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 | All statutory assessment has been cancelled for this academic year.  We await guidance from the Local Authority on how to proceed. |  | 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 |  |  |
| Another partial closure. | 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 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. Ah 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 | 15 machines are available to be distributed to families in need, with another 15 planned to be purchased. |  |  |  |  |

**VISITORS TO THE SCHOOL SITE**

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| **Issue** | **Procedure to be followed in school** | **Relevant text from government guidance** | **Resources needed** | **Actions** | **Person Responsible** |
| Parent volunteers | We will not be having parent volunteers on site until after Easter. |  | 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. |  |  |  |  |