



COVID-19 School Preparation for Return to School – Autumn 2020

Area / Aspect	Action	Control Measures
Risk Assessments	<ul style="list-style-type: none"> • Refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed below). • Also ensure that all health and safety compliance checks have been undertaken before opening • Health and safety risk assessments identify measures to control risks during education and childcare setting activities. Health and safety law requires the employer to assess risks and put in place measures to reduce the risks so far as is reasonably practicable. The law also requires employers to record details of risk assessments, the measures taken to reduce these risks and expected outcomes. Settings need to record significant findings of the assessment by identifying: <ul style="list-style-type: none"> ➤ the hazards ➤ how people might be harmed by them ➤ what they have in place to control risk • Settings should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so) • Employers and staff should always come together to resolve issues. As providers widen their opening, any concerns in respect of the controls should be raised initially with line management and trade union representatives, and employers should recognise those concerns and give them proper consideration. • Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk 	<p>Please take this as the prepared Risk Assessment for the full reopening of Thorpedene Primary School</p> <p>Risk Assessments will be shared with staff and there will be an opportunity to discuss the information provided prior to the Autumn term</p> <p>This Risk Assessment and guidance is subject to change following any amendments to the Government guidance on re-opening of schools</p> <p>From 4/1/21 the Contingency Framework will be in place for a minimum of 2 weeks – this will be reviewed by the Government on 18/1/21.</p> <p>The school will be open for Key Worker and Vulnerable children only during this contingency period as set out in the Government framework.</p> <p>Staff will be on a rota system to minimise the number of adults in school</p> <p>Staff may be called in to school in the event of absences which means the KW and V children cannot be staffed safely</p> <p>All staff whether in school or working at home will contact the DH/AHT to inform of any symptomatic household members or any symptoms they are experiencing</p>



Thorpedene Primary School

	<p>assessments and plans that address the risks identified using the system of controls, with which schools will now be familiar. Essential measures include:</p> <ul style="list-style-type: none"> • a requirement that people stay at home if they: <ul style="list-style-type: none"> ▪ are ill with virus symptoms ▪ have tested positive, even if asymptomatic ▪ have been advised by NHS Test and Trace to do so ▪ are household members of a positive case, even if that case is asymptomatic ▪ are required to self-isolate for travel-related reasons • robust hand and respiratory hygiene • enhanced cleaning and ventilation arrangements • active engagement with NHS Test and Trace • formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible • minimise the potential for contamination so far as is reasonably practicable 	<p>The school will only be open for Keyworker and Vulnerable children only however there is no limit on how many pupils can be in a classroom.</p>
<p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household</p>	<ul style="list-style-type: none"> • Ensure that pupils, staff and other adults do not come into the school if they have COVID symptoms or have tested positive in the last 10 days • Other members of their household should self-isolate for 10 days from when the symptomatic person first had symptoms • If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow guidance for self-isolating which sets out they should self-isolate for 10days and should arrange to have a test 	<p>No-one should attend education or childcare if they have symptoms of COVID-19 or are self-isolating due to symptoms from their household.</p> <p>Dedicated triage area in the Bridge building will be equipped with essential First Aid equipment and PPE</p> <p>PPE and first aid equipment to supervise pupils/staff displaying COVID-19 symptoms will be kept as an individual enclosed pack and destroyed after use</p>



Updated 20/01/21

Thorpedene Primary School

<p>who does, do not attend school</p>	<ul style="list-style-type: none"> • If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door • PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained <p>Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> • the symptomatic person subsequently tests positive • they develop symptoms themselves (in which case, they should arrange to have a test) • they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated) • Both the approaches of separating groups and maintaining distance are not ‘all or nothing’ options and will still bring benefits if implemented partially • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable • Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults • Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face contact • PHE has good evidence that routinely taking the temperature of children is not recommended as this is an unreliable method for identifying coronavirus (COVID-19). 	<p>In the event of multiple outbreaks in symptoms requiring triage, the Bridge rooms will be utilised as medical areas</p> <p>The Triage room will only be used by staff supervising any pupils with COVID symptoms and they will be wearing full PPE at this time when supervising – gloves, mask, apron</p> <p>PPE will include a minimum of a disposable mask, gloves and an apron</p> <p>Once they have left the site the Triage room will be thoroughly cleaned to reduce the risk of passing the infection on to other people. This area will be cleaned with sanitiser to reduce the risk of passing the infection on to others</p> <p>Any personal waste where someone has displayed symptoms of Coronavirus will be stored for 72 hours in a sealed bin as an additional precaution</p> <p>Anyone who has had contact with anyone displaying symptoms will wash their hands thoroughly for 20 seconds with soap and running water</p> <p>If a staff member or pupil in a specific room tests positive, then the whole of that room will be sent home to isolate for 10 days.</p> <p>If a parent informs that a child has developed symptoms, they will be advised for the whole household to stay home and isolate for 10 days.</p> <p>Staff will adhere to a 2m distance from other staff at all times</p>
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<p>2. Use of face coverings in schools</p>	<ul style="list-style-type: none"> • Primary school children will not need to wear a face covering. • The government is not recommending universal use of face coverings in all schools. • In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. • Based on recent data submitted by Local Authorities, it seems to show that school staff are more at risk of catching COVID than the general population. • Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided. • Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff. 	<p>Face masks (not shields) can be worn in communal areas of the school by adults individually – when they are not with children - this can include when walking to and from any staff areas/PPA room etc. Face masks can also be worn in communal areas where children are not present.</p> <p>Face shields (not masks) can be worn in classrooms by staff members, if they wish to do so (this is not compulsory)</p> <p>Face shields (not masks) can be worn during playtimes and lunchtimes by members of staff supporting the pupils.</p> <p>Staff rooms have been provided to support social distancing and the staff lunchtimes have been staggered to minimise the number of adults in the staffroom at one time</p> <p>Staff will be on the gates every morning when children arrive at school. If any primary pupil arrives at school wearing a mask, they / their parents will be asked to remove (or support the removal) of the mask before entering the school site.</p>



Where local restrictions apply

When an area moves to Local COVID Alert Level: high or very high, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings.

In the event of new local restrictions being agreed, schools will need to communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances.

In primary schools and education settings teaching year 6 and below, there is no change to the existing position. It is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in settings is not possible (for example when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors.

In schools where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This was already the case for pupils in year 7 and above, and staff and visitors for those schools that were in areas where local alert level 'high' and 'very high'.

Some individuals are exempt from wearing face coverings and we expect adults and pupils to be sensitive to those needs.

Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college.

For staff, signs will be up at entrances to the school reminding them to safely remove masks upon entering the building.

From Tuesday 3rd November; all adults will be required to wear a face covering at the start and end of the school day where possible. This includes when queuing at the external gates on a morning or whenever you are on the school site during the day or at home time. It is obviously still essential that everyone adheres to social distancing around and in the school grounds and there must not be any congregating. Wearing face coverings will help to increase safety further.

Staff will be required to wear a face shield at the following times:

- when on morning/afternoon gate duty
- when collecting classes from the playground in the morning
- when dismissing classes at the end of the day

All staff will be provided with a face shield which will be the responsibility of the staff member and they will wear these on a daily basis at the directed times outside of the school building. Any loss of face shield will be the responsibility of the staff member to replace.



Updated 20/01/21

Thorpedene Primary School

<p>3. Lateral Flow Device Test</p>	<ul style="list-style-type: none"> • Primary, school-based nursery and maintained nursery staff will be supplied with lateral flow device (LFD) test kits to self-swab. Staff will be asked to take their test kits home and carry out the test twice a week. The LFD test will give a result in around 30 minutes. Staff must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff should also share their result with their school or nursery to help with contact tracing. • Testing is not mandatory for staff and staff do not need to provide proof of a negative test result to attend school or nursery in person, although participation in testing is strongly encouraged. • Staff with a positive LFD test result will need to self-isolate in line with the <u>stay-at-home guidance</u>. They will also need to arrange a polymerase chain reaction (PCR) test to confirm the result. Staff with a negative LFD test result can continue to attend school or nursery and use protective measures. • The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines. • Those with symptoms are also expected to order a test online or visit a test site to take a polymerase chain reaction (PCR) test to check if they have the virus. 	<p>All staff will need to opt in/opt out of the testing by completing the MS Form – LFD Opt IN/Out (emailed to staff)</p> <p>Staff will be provided with a pack of swab tests which will cover them for a two week period.</p> <p>Staff do not need to complete the tests on the week they are working from home. Staff who are isolating due to being clinically extremely vulnerable do not need to complete the LFD tests.</p> <p>Staff will need to collect the LFD tests from the office hatch at their allocated time slots.</p> <p>Staff will be required to sign for the LFD Batch that are taking home.</p> <p>Staff will be required to log their results on the GOV.uk website and the MS Teams form.</p> <p>If a staff member gets a positive result they will need to self-isolate and get a PCR test immediately. They should also inform Steph, Laura/Julie of their absence in the usual way.</p> <p>If a staff member develops symptoms they should not take a LFD test. They should isolate and get a PCR Test in line with Government Guidance.</p>
<p>4. Clean hands thoroughly more often than usual</p>	<ul style="list-style-type: none"> • Ensure school has enough hand washing and hand sanitizer stations • Support younger children with hand cleaning when needed 	<p>Hand washing facilities in every class including running water and soap and paper towels</p> <p>Sanitiser in every classroom</p>



		<p>Sanitiser in all communal areas in the school</p> <p>Sanitiser stations on each entry point to the school</p> <p>Sanitiser stations located around the school</p> <p>Cleaning and sanitisation products will be replenished when necessary</p> <p>Pupils and adults will be prompted / encouraged to wash their hands at least every half an hour during the school day. Timers are provided to support this</p> <p>Lessons will be delivered for pupils on hand washing, including rhymes and actions to support the wellbeing and hygiene across the school</p> <p>Increased display and posters to remind pupils and staff of rigorous hand washing hygiene</p>
<p>5. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>	<ul style="list-style-type: none"> • The school must ensure the 'catch it, bin it, kill it' approach continues. • Schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. • As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. 	<p>There will be lessons for pupils on hygiene, 'catch it, kill it, bin it'</p> <p>There will be an increase in hygiene posters around the site</p> <p>There will be additional bins with lids that are emptied regularly throughout the day</p> <p>There will be tissues, soap and hand sanitiser in all rooms</p> <p>Timetable of in class assemblies will cover hygiene and handwashing</p>



		Younger children in particular will be given particular guidance and support in the regime of hand washing hygiene
6. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents	<p>Put in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <ul style="list-style-type: none"> • More frequent cleaning of rooms / shared areas that are used by different groups • Frequently touched surfaces should be cleaned more often than normal • Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet • Ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time 	<p>High contact areas (door bars, door handles, toilet doors etc.) will have additional cleans throughout the school day</p> <p>Toilets in classrooms will be cleaned regularly throughout the day</p> <p>Toilets used at lunchtimes and playtimes will be cleaned after each year group use</p> <p>All toilets in the school will be cleaned with cleaning products after the school day ends – provided by the cleaning contractors</p> <p>Signs to remind staff and pupils of good hand hygiene will be displayed in toilet areas</p> <p>Duty staff at playtimes and lunchtimes will ensure children only use the toilet one pupil at a time.</p> <p>Cleaning will continue to take place before and after school. Cleaning will be completed by 8am daily.</p> <p>Windows will be opened daily and external doors open where appropriate</p> <p>Cleaning equipment boxes will be available in all areas including classrooms, office, staffroom</p>
7. Minimise contact between individuals and	The overarching principle to apply is reducing the number of contacts between children and staff.	KS2 children and those old enough they will be supported to maintain distance and reminded not touch staff where possible



Updated 20/01/21

Thorpedene Primary School

<p>maintain social distancing wherever possible</p>	<ul style="list-style-type: none"> • This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. • Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. • Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. <p>Schools should make small adaptations to the classroom to support distancing where possible.</p> <ul style="list-style-type: none"> • That should include seating pupils side by side and facing forwards, rather than face to face or side on • This might include moving unnecessary furniture out of classrooms to make more space • All teachers and other staff can operate across different classes and year groups • Classes may stay together for a majority of the classroom time, but also allow mixing into wider groups for specialist teaching and wraparound care. This may include interventions, outside agencies and whole year group ‘bubble’ teaching such as PE or music • It is recognised that staff will try to keep their distance from other staff and pupils as much as possible, ideally 2 metres, however it is likely that this is not possible with the younger children and we are able to work across groups to enable a full educational offer • Older children will be supported in maintaining distance and encouraged not to touch staff and peers where possible. This may not be possible with children who have complex needs/SEND 	<p>Children will be organised in their year group bubbles EYFS maximum 90 pupils KS1 maximum 60 pupils KS2 maximum 90 pupils</p> <p>Tier 4 Where possible children will have limited interaction with other members of the year group in different classes to minimise the risk of transmission</p> <p>Staff will ensure that children are maintaining social distance in classrooms – this will be possible due to smaller numbers</p> <p>Maintaining distinct groups or ‘bubbles’ that do not mix will ensure that in the event of a positive case we can quickly identify those who may need to self-isolate</p> <p>Classrooms will be set up to ensure that children are sitting facing the front of the classroom and not facing any other children</p> <p>Teaching will take place at the front of the room, where possible</p> <p>Additional furniture will be removed from rooms to maximise available space for rows of tables. Each class teacher, alongside SLT and site manager will review classrooms arrangements and organisation to maximise social distancing in bubbles in line with guidance.</p> <p>PPA will be organised to ensure that there is one cover staff member allocated to each year group.</p>
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		<p>HLTA/Cover supervisor allocated to each year group to minimise the impact of cover for PPA and absences</p> <p>PPA will be organised with 1 year group teacher at a time</p> <p>Staff will ensure they keep a 2m distance from staff and pupils as much as possible</p> <p>Children will be encouraged to maintain 2m distances from staff where possible</p> <p>Staff are encouraged not to maintain close contact with colleagues:</p> <p>This means:</p> <ul style="list-style-type: none"> • Reducing face to face contact with an individual for any length of time, within 1 metre • Reduce extended close contact (within 1 to 2 metres for more than 15 minutes) • Limit travelling in a small vehicle, like a car, with others <p>Staff should avoid close face to face contact and minimise time spent within 1metre of anyone</p> <p>Staff will encourage older children to maintain distance and not touch staff and their peers where possible</p>
<p>8. Where necessary, wear appropriate personal protective equipment (PPE)</p>	<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases</p>	<p>PPE will be available where necessary including face shield, masks, gloves and aprons</p>



		Staff will wash their hands with soap and water for at least 20 seconds following the removal of PPE equipment
<p>9. Always keeping occupied spaces well ventilated</p>	<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) • natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) 	<p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) • rearranging furniture where possible to avoid direct drafts – ensure children are not sitting directly in front of open doors • Staff to ensure that, as a minimum, they provide ventilation for 10 minutes every 2 hours and, if possible, during play and lunch breaks



Thorpedene Primary School

	<ul style="list-style-type: none"> • providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform • rearranging furniture where possible to avoid direct drafts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>	
<p>10. Engage with the NHS Test and Trace process</p>	<p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • Book a test • Share close contacts for test and trace • Self-isolate • <p>Anyone, including all children who displays symptoms of Coronavirus can and should get a test. Essential workers, which includes anyone involved in education or childcare, have priority access to testing</p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>All schools have been sent an initial supply of 10 home test kits and information about how to order to replenish this supply when they are running out. Schools should call the Test and Trace helpdesk on 119 if these have not arrived.</p> <p>Having a test at a testing site will deliver the fastest results. The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise</p>	<p>Contact details for Local Health protection Teams to be kept</p> <p>Test booking information available to give to parents as needed</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> • If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact. • if someone with symptoms tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is



	<p>the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.</p> <p>NHS COVID-19 app</p> <p>The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate.</p> <p>This will mean that some students in year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features. Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England.</p>	<p>because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days.</p> <ul style="list-style-type: none"> • Staff members and parents/carers will be asked to provide details of anyone they or their child have been in close contact with if they were to test positive for Coronavirus or if asked by NHS Track and Trace • The Coronavirus Stay at Home Easy Read Guide will be available for staff members in the Main Office, PPA room and Staff room • The school Leadership Team will familiarise themselves with the NHS Track and Trace App • Visitors will be encouraged to use the NHS QR code on entry <p>Home test kits will be provided by the Government for all schools. These can be provided directly by the school in exceptional circumstances to allow testing to take place. These tests will be provided on the authorisation of the Headteacher.</p> <p>The test kits will be stored in the secure medical cabinet in the Main Office</p> <p>Test kits will not be administered on the school site School staff are unable to register the test kits The test kits will be used in exceptional circumstances only</p>
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Updated 20/01/21

Thorpedene Primary School

<p>11. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<ul style="list-style-type: none"> Schools should contact the Department for Education in the event of a confirmed case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice If following a triage, further expert advice is required the adviser will escalate the school’s call to the local Health Protection Team The Health Protection Team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The Health Protection Team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice schools must send home the those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with the person when they were infectious <p>On Monday 14 December, the change to the isolation period for contacts will apply to all those who are currently self-isolating including those who commenced self-isolation before Monday.</p> <ul style="list-style-type: none"> Self-isolation periods will begin on the day after exposure, a test or the start of symptoms. The NHS Test and Trace service will tell people to self-isolate for 10 days instead of 14 days from Monday. Due to the time taken to test technical changes and release updates through the app store, the NHS COVID-19 app will tell close contacts to isolate for 10 days instead of 14 days from Thursday 17 December. 	<p>Contact details for DfE – 0800 046 8687 option 1</p> <p>School will send notification details of positive cases to sbceducationcovid@southend.gov.uk A new helpline for Southend schools has been set up 01702 212497. Trained advisers should be able to provide us with the necessary information.</p> <p>From Monday 14th December all isolation periods will be 10 days.</p> <p>In the event of a positive case the year group bubble is likely to be sent home due to the contact within each year group.</p> <p>The school will encourage siblings to stay in school as they do not need to self-isolate</p> <p>Any child in a year group bubble that has been sent home will not be allowed on the school site at any point during the 10 day isolation period</p> <p>Tier 4 Staff will be on a rota system to minimise the number of adults in school</p> <p>Staffing organisation and year group lists to be kept easily accessibly in the event of an outbreak – registers will be taken daily on SIMS</p> <p>Staff will be allocated a year group to work with</p> <p>Staff must remain at a 2 metre distance from other adults</p>
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Thorpedene Primary School

	<p>In England, if you receive a notification from the NHS COVID-19 app before 17 December to isolate because you have been in contact with someone who has tested positive:</p> <ul style="list-style-type: none">• if you have also been contacted by NHS Test and Trace you must follow isolation guidance provided by contact tracers• if you have been advised to isolate by the app (and not by NHS Test and Trace) then you can leave isolation when your isolation countdown timer says 3 days• The Health protection team will provide definitive advice on who must be sent home• Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u>. They should get a test, and:<ul style="list-style-type: none">○ if someone who is self-isolating because they have been in close contact with someone who has tested positive for COVID-19 starts to feel unwell and gets a test themselves and the test delivers a negative result, they must remain in isolation for the remainder of the 10 day isolation period.○ if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u>	<p>Records of any close contact that takes place between children and staff in different groups will be reported to SLT</p> <p>A template letter will be provided by the Local Health Protection team to send to parents and staff if needed in the event of a confirmed case</p> <p>School will contact parents/carers of children with symptoms to discuss their return to school. The school can refuse for a child to attend school if they are displaying symptoms to reduce the risk of transmission of infection</p>
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Thorpedene Primary School

	<p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation</p> <p>Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts – face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person • Schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). 	
<p>12. Contain any outbreak by following local health protection team advice</p>	<ul style="list-style-type: none"> • If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. • In some cases the HPT may recommend that a larger number of other pupils self-isolate at home as a precautionary measure • A mobile testing unit may be dispatched in the event of a confirmed outbreak to test others who may have been in contact with the person who has tested positive 	<p>Department for Education 0800 046 0687 option 1</p> <p>The school will seek advice and follow any guidance given on additional year group closure or whole school site closure</p>



School Operations:		
Area / Aspect	Action	Control Measures
13. Transport	<ul style="list-style-type: none"> Wider public transport: Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible Schools should have the process for removing face coverings when pupils and staff who use them arrive and communicate it clearly with them. 	<p>Safe Travel to School initiative launched in September to promote walking and alternative methods to cars</p> <p>Messages on the app/website to encourage walking/riding to work where possible</p> <p>Back to School Travel pack shared with staff and parents/carers via the school app/website. This provides information on safe travel to school</p> <p>If public transport is used remind parents/carers of the requirement to wear face masks</p> <ul style="list-style-type: none"> children over the age of 11 must wear a face covering children aged between 3-10 years can wear a face covering but this is not compulsory children under 3 years old should not wear a face covering <p>Understanding of how to remove face masks following arrival at school. Children must:</p> <ul style="list-style-type: none"> not touch the front of their face when removing them Clean hands before and after travelling to/from school Put any temporary face coverings in a bin once removed Place any reusable face coverings in a plastic bag and take this home with them Clean hands before entering their classroom



Updated 20/01/21

Thorpedene Primary School

<p>14. Attendance Expectations</p>	<p>Primary schools should only allow children of critical workers and those defined as vulnerable to attend.</p> <p>Attendance Expectations Children of critical workers: Where a critical worker parent or carer notifies a school that their child requires full-time on-site provision, the school should make this available.</p> <p>Vulnerable children: Vulnerable children are expected to attend full-time on-site provision where it is appropriate for them to do so. This should remain a priority for primary educational providers and local authorities. If they do not attend and it is not a previously agreed leave of absence, schools should:</p> <ul style="list-style-type: none"> • work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance, and whether any adjustments could be made to encourage attendance, considering the child’s circumstances and their best interests • work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child to attend educational provision, particularly where the social worker agrees that the child’s attendance would be appropriate <p>Where schools grant a leave of absence to a vulnerable child they should still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child and ensuring that the child is able to access appropriate education and support while they are at home.</p> <p>High quality remote education should be provided for all other pupils.</p> <p>Attendance recording</p>	<p>The school will be open for Key Worker and Vulnerable children only during this contingency period as set out in the Government framework.</p> <p>Parents of Critical Workers will only send their child/children to school when absolutely necessary to minimise risk of transmission</p> <p>All other pupil will have access to high quality education using the remote learning platform Teams</p> <p>The school will contact all children identified as vulnerable and discuss the education provision with the family. They will also contact the social worker if applicable.</p> <p>All children will recorded on the class SIMs registers by class teachers/office staff</p> <p>Parents/carers of KW and Vulnerable children will contact the school in the event of any absence and will inform the school of any symptoms in the child/household members</p> <p>Any child not attending school due to being clinically vulnerable or shielded will be contacted and home learning activities provided</p> <p>If a pupil is not in school contact will be made by the Attendance Officer or SOAWA</p> <p>Support will be provided for families at L1/2/3 attendance levels via the Attendance Officer working remotely alongside the LA Attendance team</p>
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Thorpedene Primary School

	<ul style="list-style-type: none"> ➤ Vulnerable children: As vulnerable children are still expected to attend school full-time they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). ➤ Schools should encourage vulnerable children to attend but if the parent of a vulnerable child wishes for their child to be absent from school, the parent should let the school know that the pupil will not be attending. <p>The Department for Education expects schools to grant such applications for leave given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.</p> <ul style="list-style-type: none"> ➤ Children of critical workers: As with vulnerable children, critical worker parents and carers should let schools know if their child will not be attending and, if not, schools should grant a leave of absence (code C) given the exceptional circumstances. <p>Pupils who are not expected to be in school: All pupils who are not expected to be in school should be marked as Code X. They are not attending because they are following public health advice</p> <ul style="list-style-type: none"> • The government will continue to prioritise the wellbeing and long term futures of our young people and will not be closing schools. It remains very important for children to attend, to support their wellbeing and education and help working parents and guardians. • Senior clinicians still advise that school is the best place for children to be, and so they should continue to go to school. • School attendance has therefore been mandatory from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply • It is vital for all children to return to school to minimise, as far as possible, the longer-term impact of the pandemic on children’s education, wellbeing and wider development. 	<p>Attendance expectations will be shared with parents and children through the School Piota App and virtual assemblies for children</p> <p>The school will work closely with all other professionals/agencies to support the return to school, including continuing to notify children’s social workers of non-attendance</p> <p>The school will complete the daily Educational Setting Status form as requested by the DfE</p> <p>People who live with those who are clinically extremely vulnerable or who have a comparatively increased risk from COVID-19 will be encouraged to attend the workplace</p> <p>See Attendance Addendum 2020</p>
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Thorpedene Primary School

	<ul style="list-style-type: none"> • Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. • From the beginning of the Autumn term, the usual rules on school attendance will apply, including: <ul style="list-style-type: none"> ➢ Parents’ duty to secure that their child attends regularly ➢ The school has a responsibility to record attendance and follow up absence ➢ The availability to issue sanctions, including fixed penalty notices in line with local authorities codes of conduct • Schools will communicate clear and consistent expectations around school attendance • Where children are not able to attend school as parents and carers are following clinical or public health advice, for example, self-isolation or family isolation, the absence will not be penalised. • The small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding 	
<p>15. Pupils who are shielding or self isolating</p>	<p>The majority of pupils will be able to return to school. It should be noted that:</p> <ul style="list-style-type: none"> • a small number of pupils will still be unable to attend in line with public health advice to self-isolate and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus (COVID-19) • New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable <p>(CEV or shielding list) was published on 13 October.</p>	<p>All previously affected children are able to return to school except where individual clinical advice not to do so has been provided</p> <p>Where pupils are unable to attend school because they are complying with clinical advice, we will provide access to remote education</p> <p>School will keep a record of, and monitor engagement with home learning activities informally</p>



Thorpedene Primary School

The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level. The UK Chief Medical Officers have issued a statement on schools and childcare reopening which states that there is a very low rate of severe disease in children from COVID-19 and far fewer children should remain in this group in the future following their routine discussions with their clinician.

All pupils, including those who are clinically extremely vulnerable, can continue to attend school at all Local COVID Alert Levels unless they are one of the very small number of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend school.

In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and then only for a limited period of time. The government will write to families separately to inform them if they are advised to follow formal shielding and not attend school.

Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should keep a record of, and monitor engagement with this activity but this does not need to be formally recorded in the attendance register.

Where children are not able to attend school as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

National Restrictions – 5th November

More evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), even for children with existing health conditions. Most children originally identified as clinically extremely vulnerable no longer need to follow original shielding advice.



Thorpedene Primary School

	<p>Parents should be advised to speak to their child’s GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable.</p> <p>Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend education whilst the national restrictions are in place. Schools will need to make appropriate arrangements to enable them to continue their education at home.</p> <p>Parents of clinically extremely vulnerable children will be receiving a letter shortly confirming this advice.</p> <p>Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education.</p> <p>Shielding advice is currently in place in tier 4 areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.</p> <p>Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school.</p>	<p>All children except those who are CEV should attend school</p>
<p>16. Pupils and families who are anxious about return to school</p>	<p>Being at school is vital for children’s education and their wellbeing. Time spent out of school is detrimental to children’s cognitive and academic development.</p> <p>All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer formally advised, those living in households where someone is clinically vulnerable or extremely vulnerable, or those concerned about the possible increased risks from coronavirus (COVID-19),</p>	<p>Pupil Welfare Officer and Learning Mentor team to be available to contact any families requiring support who require advice or support in attending school</p> <p>The school have been made aware of individual pupils or families who may have heightened anxieties about the full return to school. These concerns are being discussed on an individual basis with relevant staff members</p> <p>The school will:</p> <ol style="list-style-type: none"> 1. Continue to communicate clearly and consistently the expectations around school attendance to families (and any other



Thorpedene Primary School

	<p>including those from black, Asian and minority ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>If parents of pupils with possible risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).</p> <p>There is separate guidance on recording attendance at <u>addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year</u>.</p> <p>We are asking schools to work with families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development.</p> <p>We are asking schools and local authorities to:</p> <p><u>Advice for schools and local authorities to support them to improve school attendance</u> is available.</p>	<p>professionals who work with the family where appropriate).</p> <ol style="list-style-type: none"> 2. Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with the school regularly during the pandemic. 3. Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools’ pupil premium funding to put measures in place for those families who will need additional support to secure pupils’ regular attendance. 4. Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child’s social worker, if they have one, of non-attendance.
17. School Workforce	<p>Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate.</p>	<p>Staff who are unable to return to work in a full capacity will complete a Risk Assessment with the HR department</p> <p>Staff who have been previously shielding will undertake a full risk assessment prior to their return to work to minimise contact with others and reduce risk</p>



Thorpedene Primary School

	<p>All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in section 5 of the 'prevention' section.</p> <p>School leaders should explain to staff the measures the school has put in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to attend school.</p> <p>If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or who believe they may be at possible increased risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.</p> <p><u>Staff who are clinically extremely vulnerable</u></p> <p>In local restriction tier 4 areas, individuals who are clinically extremely vulnerable are advised to work from home and where this is not possible, they should not go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past, most recently in November 2020.</p> <p>All other staff in local restriction tier 4 can continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</p> <p>All staff can continue to attend school in local restriction tiers 1, 2 and 3.</p>	<p>People who live with those who are clinically extremely vulnerable or who have a comparatively increased risk from COVID-19 can attend the workplace</p> <p>Clinically extremely vulnerable staff will not attend the workplace and will work from home. This will be reviewed by the Government on 18th January 2021</p> <p>Clinically vulnerable staff can attend the workplace and follow the measures in this risk assessment to reduce transmission</p> <p>Staff otherwise at risk from Coronavirus can return to school and follow the guidelines in the risk assessment</p> <p>Risk assessments will be in place for individuals who are pregnant in line with the MHS at Work Regulations</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p> <p>Staff and parents will be encouraged to read Government guidelines: https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</p> <p>All staff will have an individual Risk Assessment carried out with them and the opportunity to discuss any concerns</p>
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Thorpedene Primary School

Under local restriction tier 3, staff and employers may wish to discuss flexibilities that support clinically extremely vulnerable staff, such as staggered start times to reduce travel during rush hour.

Further [guidance to the clinically extremely vulnerable](#) is available.

Staff who are clinically vulnerable

Clinically vulnerable staff can attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.

This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.

Staff who are clinically extremely vulnerable should return to work if they are unable to work from home. Advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can

Any staff who are pregnant will have a RA completed.



	<p>take tailored to each local restriction tier. All staff can continue to attend school in all three local restriction levels</p> <p>Staff who are pregnant</p> <p>Pregnant women are considered ‘clinically vulnerable’ or in some cases ‘clinically extremely vulnerable’ to coronavirus (COVID-19) and therefore require special consideration as set out in the guidance for pregnant employees.</p> <p>Employers should carry out a risk assessment to follow the Management of Health and Safety at Work Regulations 1999 (MHSW). More information is available on workplace risk assessment for vulnerable people.</p> <p>Information contained in the Royal College of Obstetricians and Gynaecologists and the Royal College of Midwives guidance on coronavirus (COVID-19) in pregnancy should be used as the basis for a risk assessment.</p> <p>Pregnant women of any gestation should not be required to continue working if this is not supported by the risk assessment.</p> <p>Women who are 28 weeks pregnant and beyond, or are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from coronavirus (COVID-19) at any gestation, should take a more precautionary approach. Employers should ensure pregnant women are able to adhere to any active national guidance on social distancing or advice for pregnant women considered to be clinically extremely vulnerable (this group may previously have been advised to shield).</p> <p>Pregnant women are in the ‘clinically vulnerable’ category and are generally advised to follow the above advice, which applies to all staff in schools. More <u>guidance and advice on coronavirus (COVID-19) and pregnancy</u> is</p>	
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Thorpedene Primary School

	<p>available from the Royal College of Gynaecologists. All pregnant women should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</p> <p>An employer's workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified must be included and managed as part of the general workplace risk assessment.</p> <p>If a school is notified that an employee is pregnant, breastfeeding or has given birth within the last 6 months, the employer should check the workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth or while the employee is still breastfeeding, the employer must take appropriate, sensible action to reduce, remove or control them.</p> <p>While it is a legal obligation for employers to regularly review general workplace risks, there is not necessarily a requirement to conduct a specific, separate risk assessment for new and expectant mothers. However, an assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <p>We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.</p> <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <ul style="list-style-type: none">• Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence. These staff can attend school as long as the system of controls set out	<p>All staff except CEV are able to attend work.</p>
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Thorpedene Primary School

	<p>in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.</p> <ul style="list-style-type: none"> • People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. <p>All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</p> <p><u>Clinically vulnerable people</u> Staff who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend face-to-face education in line with current guidance</p>	
<p>18. Employer health and safety and equalities duties</p>	<ul style="list-style-type: none"> • Schools have a legal obligation to protect their employees and others, including children, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. • The Health and Safety Executive published guidance on <u>first aid</u> during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands. • All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene, and minimising contact where possible, including maintaining social distance between staff within settings 	<p>All staff have a copy of the Risk Assessment and have the opportunity to contribute to the contents.</p> <p>All staff are encouraged to follow the safety guidance and measures as set out in the risk assessment</p> <p>If First Aid provision is to be administered in close proximity health and safety measures will be put into place</p> <p>All staff members have completed the First Aid Essentials training online and will manage basic first aid when needed</p>



<p>19. Supporting Staff</p>	<ul style="list-style-type: none"> • Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. • Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. • All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. • DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <u>extra mental health support for pupils and teachers</u> and <u>Wellbeing for Education return programme</u> is available. • The <u>Education Support Partnership</u> provides a free helpline for school staff and targeted support for mental health and wellbeing. • It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s <u>workload reduction toolkit</u>. • DfE has also published a range of resources, including <u>case studies to support remote education</u> and help address staff workload, this includes case studies on managing wellbeing. • If, having pursued all the immediate options available, schools still have concerns about staffing capacity, representatives should talk to their local authority or trust. 	<p>All staff are involved in the Risk Assessment completion and the opportunity to share and discuss this will be provided</p> <p>A Wellbeing Hub had been developed to ensure private space available for sensitive meetings if needed</p> <p>Staff will be signposted to The Education Support Partnership (http://www.educationsupport.org.uk/) who provide a free helpline for school staff and targeted support for mental health and wellbeing</p> <p>Employee Assistance Programme service reminder for all staff on return to school</p> <p>Marking and Feedback policy reviewed to ensure workload is managed effectively</p> <p>Staff will be informed in advance of the expectations and organisational systems of any changes in advance</p> <p>Staff provided with staff information in a Staff Handbook COVID-9 Edition</p> <p>Rather than whole school staff meetings, meetings will be held in key stages and in guidance with social distancing regulations for a reduced time for the Autumn term</p> <p>Open door policy with SLT regarding any concerns to support staff wellbeing</p> <p>Worry boxes in staffrooms that are checked regularly</p>



Updated 20/01/21

Thorpedene Primary School

		<p>The school has a staff named Wellbeing lead (JP) alongside a named Wellbeing Governor (LW)</p> <p>Designated area for well-being discussions to take place in private</p> <p>Weekly News Bulletin created for staff to support them with upcoming events to support them effectively</p> <p>Monthly Health matters newsletter provided for all aspects of fitness and well-being for staff, pupils and parents</p> <p>If supply staff are to be used in school minimal contact with different groups will be organised and supply staff will be shown the risk assessment and safety guidelines prior to the assignment – the school will access the Crown Commercial Services website to hire agency workers if needed</p> <p>All staff will have complete a Risk Assessment with the school SOTL (KOB)</p>
20. Recruitment	<p>Recruitment should continue as usual. The government’s <u>Teaching Vacancies</u> service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly. The free national service for searching and listing teaching roles will be directing newly qualified teachers (NQTs) and job seeking teachers to this service.</p> <p>As DfE guidance advises limiting the number of visitors, it may be appropriate for schools to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the <u>experience of implementing interviews remotely</u>. There is also advice that can be sent to candidates on <u>how to prepare for remote interviews</u>.</p>	Any recruitment will be in line with guidelines



	<p>Where face-to-face meetings are arranged, schools should make clear to candidates that they must adhere to the system of controls that schools have in place. Schools will also have the discretion to require face coverings for visitors where social distancing cannot be managed safely.</p>	
<p>21. Initial Teacher Training</p>	<p>We strongly encourage schools to consider hosting ITT trainees. Demand for teacher training is high this year and, while it is understandable that schools will have prioritised other activity, there is a risk that insufficient training places will be available.</p> <p>ITT trainees have the potential to play a significant role in supporting schools. Schools should consider how they could host ITT trainees, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs.</p> <p>Deployment decisions will need to take into account the skills and capacity of the trainees in question.</p> <p>Trainees could:</p> <ul style="list-style-type: none"> take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues develop or engage in working groups to share best practice around resilience, commitment and team-working work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload <ul style="list-style-type: none"> • This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all legislation and guidance relevant to ITT. 	<p>All trainees will be aware of the Risk Assessment and the procedures within the school for maintaining a safe environment for pupils to learn as part of their Induction</p> <p>Students will not attend school if they or anyone in their household displays symptoms of COVID-19</p> <p>In the event of a further lockdown, ITT will continue and mentoring will continue remotely via virtual meetings</p>



Updated 20/01/21

Thorpedene Primary School

<p>22. Performance management and appraisal</p>	<ul style="list-style-type: none"> • Maintained schools must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. • We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. • Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives. • Appraisals and performance management for support staff should be carried out in accordance with the employee's contract of employment. 	<p>The Performance Management cycle will continue as normal in school for teaching staff and support staff for the new academic year</p>
<p>23. Staff Training</p>	<ul style="list-style-type: none"> • Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding). 	<p>Information regarding reopening will be shared via email</p> <p>Clear documentation of all information will be shared with all staff consistently and at the same time</p> <p>Questions raised regarding the reopening will be discussed at SLT meetings and feedback provided to staff</p> <p>Any training required for children's medical needs will be undertaken in line with the social distancing guidance</p>
<p>24. Staff Deployment</p>	<ul style="list-style-type: none"> • Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly. Managers should discuss and agree any changes to staff roles with individuals. 	<p>Staff may be deployed to provide additional support for pupils at alternative times and in alternative roles to suit</p>



Thorpedene Primary School

	<ul style="list-style-type: none"> • Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the Autumn term. • Managers should discuss and agree any changes to staff roles with individuals. • Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Schools can continue to engage supply teachers and other supply staff during this period 	<p>the needs of the school – these will be discussed with staff in advance of any changes</p> <p>Staff deployment reviewed to ensure that staff are allocated to a year group bubble where possible to limit infection and ease track and trace testing if required</p> <p>Staggered lunchtimes for all staff which ensures social distancing</p> <p>Staff and communal areas arranged to support social distancing</p> <p>Staff will return to their usual contracted working hours</p>
<p>25. Safeguarding</p>	<p>There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the three safeguarding partners (local authorities, clinical 11 commissioning groups and chief officers of police).</p> <p>We expect all local safeguarding partners to be vigilant and responsive to all safeguarding threats and ensure vulnerable children and young persons are safe – particularly as more children and young people will be learning remotely.</p> <p>Keeping Children Safe in Education (KCSIE) is statutory safeguarding guidance that all schools, FE colleges, sixth form colleges and designated institutions must continue to have regard to.</p> <p>Early years providers must continue to follow the safeguarding requirements in section three of the Early Years Foundation Stage framework.</p> <p>Schools (ideally led by the designated safeguarding lead (DSL) or a deputy) should review their child protection policy so that it reflects the local</p>	<p>Safeguarding addendum will be updated to reflect any changes</p> <p>DSL will be onsite at all times</p> <p>Contact will be made to all families via Teams</p> <p>Updated Safeguarding training to be delivered to staff on return to school</p> <p>Staff will complete online Safeguarding training prior to the children returning</p> <p>Child Protection Policies updated in line with the KCSIE 2020</p>



Thorpedene Primary School

	<p>restrictions and remains effective. In some cases, a coronavirus (COVID-19) annex or addendum that summarises any key local restriction related changes might be more effective than rewriting and re-issuing the whole policy.</p> <p>It will be important that all staff working in the school or FE provider are aware of the revised policy.</p> <p>It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools there may be operational challenges to this.</p> <p>In such cases, there are two options to consider:</p> <ul style="list-style-type: none">● a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home● sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video) Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site. <ul style="list-style-type: none">● Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils.● Schools must have regard to the statutory safeguarding guidance● Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.● Designated safeguarding leads will be best placed to co-ordinate multi-agency working within a school, including communication with school nurses.	<p>Vulnerable pupils to be monitored on their return to be identified by DSL</p> <p>The school will continue to encourage pupils and parents to be aware of online safety, including sharing resources to support parents/carers and online safety learning for children in their classes.</p>
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	<p>Settings should continue to consider what strategies they are using to keep children safe online during this period, including:</p> <ul style="list-style-type: none"> • checking apps, websites and search results before using them with children • supervising children when accessing the internet • Further details can be found in <u>Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners.</u> 	
<p>26. Catering</p>	<p>Schools should provide meal options for all pupils who are in school and meals should be available free of charge to all infant pupils and pupils who meet the free school meals eligibility criteria.</p> <p>Schools should also continue to provide free school meals or food parcels for eligible pupils who are not attending school where they:</p> <ul style="list-style-type: none"> ● are self-isolating ● have had symptoms or a positive test result themselves ● are a close contact of someone who has coronavirus (COVID-19) ● are not attending as a result of implementation of local restrictions advised by government <p>Vouchers will only be available through the national voucher scheme from the week commencing 18 January, however, any support provided since 4 January 2021 through lunch parcels or locally arranged vouchers can be claimed back from DfE.</p>	<p>All SECAT primary schools will provided with vouchers through the national voucher scheme (Edenred) during the national lockdown period.</p> <p>Kitchen staff to adhere to social distancing (1metre plus) and wear appropriate protection, gloves and aprons</p> <p>Hot school meals will resume on 3rd November with a revised menu</p> <p>Full kitchen reopen after half term. Hot trolleys will be required to enable social distancing for each year group bubble during the lunch period. Port and Starboard Halls will be used for one year group lunch at a time and cleaned after use.</p> <p>Snack for KS1/EYFS pupils provided by the National Free Fruit Scheme</p>



Thorpedene Primary School

	<p>Schools are responsible for providing free schools meals support to eligible pupils during term time, and should order vouchers on their pupils behalf</p> <p>The Covid Winter Grant Scheme is in place if families report difficulties in accessing food or paying household bills. Access to this support is through local authorities.</p> <ul style="list-style-type: none"> • We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals. • School kitchens can continue to operate but must comply with the guidance for food business on coronavirus 	<p>KS2 pupils will resume bringing their own healthy snack from home. This will be kept with their own personal belongings prior to being eaten (please refer to the healthy snack guidance on the school website)</p> <p>There will be a break between year groups to ensure the area can be cleaned</p>
27. Educational Visits	<ul style="list-style-type: none"> • We advise against educational visits at this time. This advice will be kept under review • We continue to advise against domestic (UK) overnight and overseas educational visits at this stage • In the autumn term, schools can resume non-overnight domestic educational visits • Schools should consult the <u>health and safety guidance on educational visits</u> when considering visits and make sure that the appropriate insurance arrangements are in place. • The Association of British Insurers (ABI) has produced information on <u>travel insurance implications</u> following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider. • Educational visits – the DfE continues to advise against UK overnight and any overseas visits but this position will be reviewed early next year with the possibility of overnight residential education visits to 	<p>There will be no educational visits during the current lockdown. This will be reviewed in line with Government guidance</p> <p>School visits will be kept under review in line with Government guidance</p> <p>No overnight residential visits will take place in Autumn 2020 / Spring 2021</p> <p>Residential visits for the Summer term in 2020 will remain under review following updated guidance. These will only be booked with suitable insurance from the company regarding cancellation due to COVID</p> <p>School trips will not take place until the Spring term at the earliest – these would then be local trips without using public transport/coaches and a full Risk Assessment in place.</p>



Thorpedene Primary School

	<p>resume from Easter 2021 on the proviso the scientific evidence supports any such change.</p>	<p>There continues to be no trips planned for the autumn term. This will be reviewed in the spring term, in line with any government updates / advice</p>
<p>28. School Uniform</p>	<ul style="list-style-type: none"> • We encourage all schools to return to their usual uniform policies in the autumn term. • Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. • Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal • Increased ventilation may make school buildings cooler than usual over the winter months. While schools will want to maintain the benefits of their uniform, they may wish to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school’s current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents. 	<p>We ask that children are prepared for attending school wearing warm clothes and layers underneath their uniform. Gilets/sleeveless jackets will be acceptable in the cold weather to wear in the classrooms.</p> <p>Children can attend school in PE kits on their allocated PE days</p> <p>All children will be reminded and expected to wear full uniform to school Uniforms do not need to be cleaned any more than usual, nor do they need to be cleaned using methods which are different to normal however we recommend that clean uniforms are worn and will support any individual families if necessary</p> <p>PE Kits will be used from the second half of the Autumn term – 3/11/20</p> <p>Parents/carers will be informed that children will need to be wearing suitable layers of clothing during the winter months</p>
<p>29. Wraparound provision and Extra-Curricular Activity</p>	<ul style="list-style-type: none"> • Schools should be working to resuming any breakfast and after-school provision, where possible • Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from 	<p>In light of the updated and changed guidance all SECAT schools will be reviewing the Trust’s extended school provision in November</p>



Thorpedene Primary School

	<p>the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible</p> <ul style="list-style-type: none"> • We recognise that schools may need to respond flexibly and build this up over time. • Such provision will, however help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents. 	
30. Fire Evacuation	<ul style="list-style-type: none"> • Consider exit points for the event of a fire. • Review the Fire Evacuation system 	<p>A Fire Drill will take place in January (socially distanced)</p> <p>Fire Evacuation points to be identified and the policy to be reviewed to reflect any changes in light of the COVID-19 Risk Assessment</p> <p>Fire practice will take place in the Autumn term for all pupils and will be recorded and discussed with SLT</p> <p>Fire Evacuation Addendum updated and in place to ensure that any practice drills ensure we can maintain distancing between year groups</p> <p>In the event of a fire pupil and staff safety presides over anything else</p>
31. Handling Cash	<ul style="list-style-type: none"> • Limit the possible transfer of infection where possible 	<p>Limit the handling of cash where possible</p> <p>In the event of supporting Charities the school will ensure that all monies collected is entered into a lidded box and the box is stored in a secure unit and isolated for 48 hours prior to being banked and sent to the charity</p>



		<p>Parents will be given the school bank account details and the school request that all payments are made via the bank.</p> <p>The school is now a 'cashless' school and any payments will need to be paid on card in the Main Office.</p> <p>Any parents who find it difficult to administer online banking we can accept cheques. These will be left 72 hours until handled to ensure any virus has dissipated.</p> <p>Gloves can also be worn when handling 'paper' from parents.</p>
<p>32. Estates/Site Management - Agree approach to any scheduled or ongoing building works</p>	<ul style="list-style-type: none"> • It is important that, prior to reopening for the Autumn term, all the usual pre-term checks are undertaken to make the school safe • If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on <u>legionella risks during the coronavirus outbreak</u>. • Always keep occupied spaces well ventilated • In classrooms, it will be important to improve ventilation, (for example, by opening windows) <p>Advice on this can be found in Health and Safety Executive guidance on <u>air conditioning and ventilation during the coronavirus outbreak</u>.</p>	<p>All relevant site checks have been made prior to the school reopening in the Autumn term</p> <p>Limit external visitors attending site where possible</p> <p>Inform Office of any visitors to the school</p> <p>Provide social distancing advice card for all visitors in school</p> <p>Ensure all building works can be safely continued with social distancing at the forefront</p> <p>Windows will be opened by the Site team each morning to allow ventilation - (http://hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm)</p> <p>Doors and windows will be kept open where possible to allow ventilation</p>



<p>33. Wider school interactions</p>	<ul style="list-style-type: none"> • Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. • When timetabling, groups should be kept apart and movement around the school site kept to a minimum • Plan how shared staff spaces are set up and used to help staff to distance from each other. • Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. • Good ventilation can help reduce the risk of spreading Coronavirus 	<p>All external door will be used where possible to enter and exit classrooms</p> <p>Where possible, once on site, children will enter and exit through separate class / corridor doors.</p> <p>Provide a map of the school to all staff to show the entry and exit routes</p> <p>Minimal use of corridors will be encouraged to reduce passing</p> <p>Doors and windows will be opened to provide ventilation where possible and as safety allows</p> <p>Assemblies will be held in classes. Any pupil celebrations from assemblies will be shared with SLT via email</p> <p>Class assemblies will be filmed and shared on the School App in line with GDPR guidelines</p> <p>There will be no group singing (in assemblies or Music lessons) in line with the Government guidelines for Safe uses of Places of Worship https://www.gov.uk/government/publications/covid-19-guidance-for-the-safe-use-of-places-of-worship-during-the-pandemic-from-4-july/covid-19-guidance-for-the-safe-use-of-places-of-worship-during-the-pandemic-from-4-july#section3</p> <p>Staff room and PPA room will be arranged to support social distancing where possible</p>
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Rather than whole school staff meetings, meetings will be held in year groups/key stages and in guidance with social distancing regulations for a reduced time for the Autumn term

Playtimes and lunchtimes will be staggered with only 1 year group bubble using the playgrounds at one allocated time:

Playtime timings

Area		
Port	Year 1 – 10:00am– 10:15am	Year 2 – 10:20am – 10:35am
Back playground	Year 3 -10:45am – 11:00am	Year 5 – 11:15 – 11:30am
Starboard	Year 4 – 10:45am – 11:00am	Year 6 – 11:15am – 11:30am

Lunchtime

Year Group	Time	Eat	Play
EYFS	11.30am - 12.30pm	Port Hall	Port playground
Year 1	11.30am - 12.30pm	Starboard Hall	Starboard Playground



		<table border="1"> <tr> <td>Year 2</td> <td>12.00pm - 1.00pm</td> <td>Port Hall</td> <td>Port Playground</td> </tr> <tr> <td>Year 3</td> <td>12.15pm - 1.15pm</td> <td>Starboard Hall</td> <td>Back Playground</td> </tr> <tr> <td>Year 4</td> <td>12.15pm - 1.15pm</td> <td>Starboard Hall</td> <td>Back Playground</td> </tr> <tr> <td>Year 5</td> <td>12.30pm – 1.30pm</td> <td>Port Hall</td> <td>Port Playground</td> </tr> <tr> <td>Year 6</td> <td>12.30pm – 1.30pm</td> <td>Starboard</td> <td>Starboard playground</td> </tr> </table>	Year 2	12.00pm - 1.00pm	Port Hall	Port Playground	Year 3	12.15pm - 1.15pm	Starboard Hall	Back Playground	Year 4	12.15pm - 1.15pm	Starboard Hall	Back Playground	Year 5	12.30pm – 1.30pm	Port Hall	Port Playground	Year 6	12.30pm – 1.30pm	Starboard	Starboard playground
Year 2	12.00pm - 1.00pm	Port Hall	Port Playground																			
Year 3	12.15pm - 1.15pm	Starboard Hall	Back Playground																			
Year 4	12.15pm - 1.15pm	Starboard Hall	Back Playground																			
Year 5	12.30pm – 1.30pm	Port Hall	Port Playground																			
Year 6	12.30pm – 1.30pm	Starboard	Starboard playground																			
<p>34. Arriving and Leaving School</p>	<ul style="list-style-type: none"> Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school Consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection Gathering at the school gates and otherwise coming onto the site without an appointment is not allowed. <p>Pick-ups and drop-offs at school, childminders and other early years settings</p> <ul style="list-style-type: none"> Childminders should consider how they can work with parents and carers to agree how best to manage any necessary journeys, for example, pick-ups and drop-offs at schools, to reduce the need for a provider to travel with groups of children. 	<p>PE timetables will ensure there are specific slots for each class ensuring that year group PE sessions are timetabled on the same day consecutively to allow for cleaning of equipment following the use of a year group bubble</p> <p>All staff members will be ready to work from 8.30am in their classrooms</p> <p>Reminders will be given on the School App to ensure parents do not gather before and after school</p> <p>Allocated Staff members will be rota'd on gate duty to encourage parents to leave site as soon as they have dropped children off/collected children (Inclusion team, Leadership team, Support staff)</p> <p>Social distancing markers will be on display on the fences at the main entrance to allow a 1m distance if waiting to enter the playground</p>																				



Thorpedene Primary School

	<ul style="list-style-type: none"> • If it is necessary for a childminder to pick up or drop off a child at school, walking is preferable. If this is not practicable, then a private vehicle for single household use is preferable. Use of public transport should be minimised. 	<p>The school has a one-way system through Port gate and exiting through Starboard gate to maintain distancing where possible</p> <p>From 2nd November parents/carers will be required to wear face coverings when dropping off/collecting children in line with the Southend On Sea Council Initiative</p> <p>Afternoon (parents wait in their socially distanced lines)</p> <ul style="list-style-type: none"> • All children in all year groups will be able to be collected between 3.10pm and 3.20pm • Parents/carers must collect from Port playground first before moving to Starboard playground and then exiting through the gate as quickly as possible <p>Parents/carers and childminders will be reminded and encouraged to bring minimal adults and children to collection and drop off to minimise the risks</p>
35. Supporting SEND	<ul style="list-style-type: none"> • Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. • Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual • Particular care will be needed in supporting children with SEND to return to their settings. Re-adjustment to the routines in a setting may prove more challenging for some children with SEND than others, and consideration and planning will need to be given as to how to support children to settle back into their setting • Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including 	<p>Pupils with ISP's/EHCP's will be supported by the SENCO and Inclusion team for support with remote learning activities</p> <p>Risk Assessment documents for individual pupils will be reviewed</p> <p>EHCP pupil's paperwork will be reviewed</p> <p>Handover documents completed and shared with new teachers</p> <p>Transition letter from SENCo for parents</p> <p>Transition plans to begin prior to the Summer holidays where possible</p>



Thorpedene Primary School

	<p>through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. <u>Our guidance on supporting pupils at school with medical conditions</u> remains in place</p>	<p>Review of SEND policy, shared and distributed with staff</p> <p>Ensure support is in place for pupils with SEND linked to their ISP targets. ISP's will be shared with all new teachers and monitored regularly</p> <p>Pupils with EHC Plans will be contacted by the SENCO to discuss their child's return to school</p>
<p>36. Other considerations</p>	<ul style="list-style-type: none"> • Supply teachers, peripatetic teachers and/or other temporary staff can move between schools but school leaders will want to consider how to minimise that number of visitors to the school, where possible. Supply staff/peripatetic teachers and/or other temporary staff will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. • Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child. • Parents and carers should be encouraged to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently. This should also be the same for staff. • There may be situations where a child needs to attend more than one setting, for example, children attending a childminder before their setting opens so that their parent or carer may go to work. • There is a risk that where staff travel abroad, their travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus, such as the potential reinstatement of lockdown measures of the place they are visiting 	<p>In line with Government guidance specialist staff will not be limited to one year group, they will follow stringent social distancing and hygiene routines as outlined in the RA.</p> <p>Specialist staff will be provided with the Risk Assessment and have the opportunity to discuss aspects with a member of SLT</p> <p>If possible, staff working in alternative settings on the same day will change clothing prior to arrival at the main setting</p> <p>Maintain 1 in 1 out in the main office for visitors, encourage parents/carers to phone/email</p> <p>Parents/carers of children attending more than one setting will ensure that the system of controls form individual risk assessments are followed and will inform the school of any changes in the health of the child and any updates from the alternative setting if necessary</p> <p>Staff access the Office via the hatch rather than entering the main office</p> <p>Any recruitment procedures will happen virtually via online meetings</p>



Thorpedene Primary School

	<ul style="list-style-type: none"> • Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools are utilising volunteers, they should continue to follow the checking and the risk assessment process as set out in the volunteer section in Part 3 of keeping children safe in education (https://www.gov.uk/government/publications/keeping-children-safe-in-education--2). Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in a regulated activity. Mixing of volunteers across groups should be kept to a minimum and they should remain 2 metres from pupils and staff where possible • Communication with school nurses is important for safeguarding and supporting wellbeing as they have continued virtual support to pupils who have not been in school • As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school’s control measures. • Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. • There will be occasions when visits to the setting are necessary, but settings are encouraged to avoid visitors entering their premises, wherever possible. 	<p>Staff are required to return to work from 2/9/20</p> <p>Any staff travelling abroad will inform SLT and discuss their return</p> <p>Volunteers will be limited – no new volunteer applications will be accepted currently</p> <p>Volunteers will be limited and will be considered on an individual basis with the completion of an individual risk assessment if deemed appropriate they attend or are continuing as part of a training course</p> <p>Volunteers will be provided with the full Risk Assessment and will contact the school in the same way as staff if they or anyone in their home has symptoms of COVID-19</p> <p>Volunteers will remain 2m distance from children and staff</p> <p>School nurse will be contacted by the SENCo prior to the start of the new academic year to identify any families /children needing support or who have been receiving support</p> <p>Limit the number of visitors to the school to essential visitors only</p> <p>A record of all visitors will be kept</p> <p>All visitors confirm they have no symptoms of COVID-19 prior to entering the school</p> <p>Information cards to be provided to all visitors to inform them of the regulations in place on entry</p>
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		Where possible visitors to the school will take place outside of school hours
37. Equipment	<ul style="list-style-type: none"> • For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. • Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. • Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers • Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. • Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. 	<p>Each child will have their own resource pack comprising of a plastic wallet, pencil, blue pen/pencil, rubber, ruler, scissors</p> <p>Uniforms do not need to be cleaned any more than usual, nor do they need to be cleaned using methods which are different to normal however we recommend that clean uniforms are worn and will support any individual families if necessary</p> <p>Soft furnishings will be limited in classrooms – these will be washed weekly if in use. If soft furnishing are returned to the classroom they are only to be kept following a hot wash</p> <p>Teachers will have their own resource packs not to be shared</p> <p>Cleaning boxes will be available in each classroom including gloves, wipes, spray and blue roll</p> <p>If resources are to be shared by a year group they will be cleaned following use and therefore ready for another year group to use e.g. Now Press Play/IPADS/Laptops/PE equipment</p> <p>The outdoor gym equipment will now be used for 1 year group at a time and then cleaned following use</p> <p>The school library will not reopen</p>



		<p>AR books can be taken home from the classrooms, these books will be returned to a box in each classroom and left unused for 72 hours prior to be used again. AR books are not to be shared across year groups</p> <p>Children will be asked to only bring in essential equipment to school – a bag to carry belongings including sun cream, hat, jumper, coat</p> <p>Pupil workbooks will remain in school where possible. Staff will ensure they clean hands thoroughly before and after marking workbooks. To support the wellbeing of the staff gloves can be worn when marking workbooks however this must not be in view of the children. If staff deem it necessary to wear gloves when marking books this will take place before or after school</p> <p>The EYFS outside sandpit will remain closed Playdoh will be used on a rota system and stored for 72hours before being used</p>
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Curriculum, Behaviour & Pastoral Support:		
Area / Aspect	Action	Control Measures
38. Curriculum expectations	<ul style="list-style-type: none"> Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. 	<p>The curriculum is being reviewed and updated to ensure coverage alongside catch up capabilities</p> <p>The focus of learning will be on basic English / Maths skills</p> <p>A recovery curriculum is planned for the Autumn Term – Let's Begin Again</p>



Thorpedene Primary School

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content
- Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects
- Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local restrictions. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- Schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading

Children will be set a local topic Shoebury and Me to complete over the Summer break and this will for the first week back transitional planning

There will be an enhanced focus on PSHCE / Wellbeing / Mental Health

Homework – to minimise transmission of infection we will not be sending any paper copies of homework or activities home.

Online homework will be set via MyMaths and PurpleMash. This will be reviewed regularly.

Homework will be provided for each year group on the school website and app half termly. This will not need to be returned to school.

Parents/carers can email any work to children@thorpedene.southend.sch.uk to be shared with teachers

A Remote Education Plan is in place ensure the provision of education can continue for all pupils in each year group

The new RHE programme will begin to be taught in the Autumn term



Updated 20/01/21

Thorpedene Primary School

<p>39. Aim to return to the school's normal curriculum in all subjects by Summer term 2021.</p>	<ul style="list-style-type: none"> Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. Relationships and health education (RHE) for primary aged pupil schools becomes compulsory from September 2020 	<p>A recovery curriculum is planned for the Autumn Term – Let's Begin Again with the aim to return to a full curriculum by the Summer term</p> <p>Children will be set a local topic Shoebury and Me to complete over the Summer break and this will for the first week back transitional planning</p> <p>There will be an enhanced focus on PSHCE / Wellbeing / Mental Health continuing through the Autumn term to support the pupils through a reviewed curriculum</p>
<p>40. Plan on the basis of the educational needs of pupils</p>	<ul style="list-style-type: none"> Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills 	<p>A Monitoring and Assessment programme is planned for the Autumn term to identify gaps in learning and to identify effective support for pupils including:</p> <ul style="list-style-type: none"> STAR Reader Tests STAR Maths Tests EEXBA Assessment (EYFS) Moderation meetings <p>These will ensure that staff and pupils are aware and have an understanding of the expectations for each year group</p>
<p>41. Specific points for early years foundation stage (EYFS) to key stage 3</p>	<ul style="list-style-type: none"> For children in nursery and childminder settings and pupils in reception, the EYFS education and development requirements now apply as the original disapplication have been lifted (these were lifted on 25 September 2020). New regulations have been put in place to allow the <u>EYFS disapplications to re-apply in the event of further coronavirus (COVID-19) related restrictions</u> imposed by government, for example a local lockdown. Teachers and early years practitioners may consider focusing more on the prime areas of education, including communication and language, personal, social and emotional development, and physical development, if they think this would support their children to catch up following time out due to coronavirus (COVID-19). For pupils in reception, teachers should also assess and address gaps in language, 	<p>All teachers will be completing gap analysis and identifying what the children can do to support their teaching</p> <p>Reading will be a daily activity</p> <p>EYFS staff will be reviewing the curriculum coverage and ensure a focus is on the prime areas of education</p> <p>Outdoor provision will be on a daily basis in EYFS</p> <p>A wide range of subjects will be taught to ensure a broad and balanced curriculum</p>



Thorpedene Primary School

	<p>early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. For nursery and childminder settings, and reception, consider how all groups of children can be given equal opportunities for outdoor education.</p> <ul style="list-style-type: none"> • For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education and sport, religious education and relationships and health education. 	
42. Music, dance and drama in school	<ul style="list-style-type: none"> • All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves • Settings can continue to engage peripatetic teachers (i.e. non-staff who visit settings). This includes staff from <u>Music Education Hubs</u>, when they provide services for early years. A record should be kept of all visits. • Peripatetic teachers can move between settings, however, settings should consider how to minimise the number of visitors that attend where possible. Visitors will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and children. To minimise the numbers of temporary staff entering the premises, and secure best value, settings could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year. 	<p>There will be no group singing (in assemblies or Music lessons) in line with the Government guidelines for Safe uses of Places of Worship https://www.gov.uk/government/publications/covid-19-guidance-for-the-safe-use-of-places-of-worship-during-the-pandemic-from-4-july/covid-19-guidance-for-the-safe-use-of-places-of-worship-during-the-pandemic-from-4-july#section3</p> <p>Contact between pupils and staff in these curriculum sessions will be minimised</p> <p>Background or accompanying music will be kept to a low volume to allow staff not to raise their voices unduly.</p> <p>Where possible, microphones will not be shared</p> <p>Playing instruments and singing should take place outdoors where possible</p>



	<p>Organised music sessions in the early years, including singing, and playing wind instruments in groups</p> <p>When planning music provision, settings should consider additional specific safety measures. Although singing and playing wind instruments do not currently appear to present a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space.</p> <p>With appropriate safety mitigation, however, singing and wind playing can still take place. Measures to take include:</p> <ul style="list-style-type: none"> • playing instruments and singing in groups should take place outdoors wherever possible • if indoors, use a room with as much space as possible, for example larger rooms. Rooms with high ceilings are expected to enable dilution of aerosol transmission • if playing indoors, social distance each child 2 metres apart • limit the numbers to account for ventilation of the space. It is important to ensure good ventilation. Advice on this can be found in air conditioning and ventilation during the coronavirus outbreak • singing and wind playing should not take place in larger groups such as choirs and ensembles • position wind players so that the air from their instrument does not blow into another player • use microphones where possible or encourage singing quietly <p>By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced.</p> <p>Handling equipment and instruments for organised sessions</p>	<p>Activities must be carried out with 2metre distancing between staff and pupils</p> <p>Pupils should be positioned back to back or side by side where possible when playing or singing and not face to face</p> <p>Equipment will not be shared where possible, if it is shared within a year group the children and staff will wash their hands before and after the use of the item/s</p> <p>The school will not be using hired equipment.</p> <p>There will be no singing in the classroom</p> <p>Music lessons will continue to be taught without the sharing of instruments.</p> <p>There will be no performances with live audiences in the Christmas period. Plans for December have been devised and a separate COVID Risk Assessment is in place for these events</p>
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	<p>Measures to take when handling equipment, including instruments, include:</p> <ul style="list-style-type: none">• increased handwashing before and after handling equipment, especially if being used by more than one person• avoiding sharing instruments and equipment wherever possible• if instruments and equipment have to be shared, disinfect regularly (including any props, microphones and music stands) and always between users, following guidance on <u>cleaning and handling equipment</u>• consider limiting the number of suppliers when hiring instruments and equipment. Settings should agree with suppliers whose responsibility it is to clean hired instruments. Clean hire equipment, tools or other equipment on arrival and before first use. Store equipment and instruments in a clean location if settings take delivery of them before they are needed. Clean them before first use and before returning the instrument• create picking-up and dropping-off collection points where possible, rather than passing equipment such as props, and microphones hand-to-hand <p>All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.</p> <p>Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Additionally, schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly</p>	
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	<p>Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</p> <p>Music, dance and drama performances in front of an audience in COVID alert level high (level2) should follow the DCMS performing arts guidance, implementing events in the lowest risk order as described. Schools in local alert level 3 should not host performances with an audience.</p>	
<p>43. Physical Activity in Schools</p>	<p>Schools in tier 4</p> <p>PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons.</p> <p>Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups. Competition between different schools should not take place, in line with the local restrictions on grassroots sport.</p> <p>Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example, practising specific techniques, within their own system of controls. When it comes to playing team sport, schools can offer those with approved guidance listed in the DCMS return to recreational team sport framework, offering the activity in line with guidance.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. Where open, external facilities, including other schools' facilities, can</p>	<p>PE timetable will utilise outdoor space where possible and where weather permits</p> <p>Children will continue to undertake the Daily mile to ensure physical activity is happening on a daily basis</p> <p>If sports activities take place indoors, ventilation will be maximised where safety allows</p> <p>All sports must adhere to social distancing throughout warm-ups and avoid equipment sharing</p> <p>There is an additional risk of infection in close proximity situations where people are shouting or conversing loudly. This particularly applies indoors and when face to face. If possible, players should therefore avoid shouting or raising their voices when facing each other during, before and after games</p>



Thorpedene Primary School

	<p>also be used in line with government guidance for the use of, and travel to and from, those facilities and schools’ own systems of controls.</p> <ul style="list-style-type: none"> • Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not • Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so • Activities such as active miles, making break times and lessons active and encouraging active travel help pupils to enable to be physically active while encouraging physical distancing 	
44. Catch up Support	<ul style="list-style-type: none"> • This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year 	<p>Catch up work books provided for all pupils for the holiday period – academically targeted at specific individuals based on needs Following gap analysis of pupils, targeted additional support e.g. tutoring / additional interventions to be utilised where appropriate.</p> <p>The Catch-Up Support plan will be outlined in a strategy document and impact analysed</p> <p>The school has registered for the NELI language intervention programme as part of the Catch-Up plan</p>
45. Pupil wellbeing and support	<ul style="list-style-type: none"> • Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. 	<p>The school has a Health and Wellbeing lead and a named Governor to support Wellbeing</p>



Thorpedene Primary School

	<ul style="list-style-type: none"> • It is important to contextualise these feelings as normal responses to an abnormal situation. • Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. • Others will not be experiencing any challenges and will be keen and ready to return to school. <p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing <p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free <u>MindEd learning platform for professionals</u>, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a <u>coronavirus (COVID-19) staff resilience hub</u> with advice and tips for frontline staff.</p> <p>Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the designated safeguarding lead or deputy) should follow their child protection policy and part 1 of the statutory safeguarding guidance <u>keeping children safe in education</u> and consider any referral to statutory services (and the police) as appropriate.</p> <p>Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have</p>	<p>2 members of staff are trained in supporting pupil mental health and mental health first aid for children and a number of staff have taken up opportunities of online CPD to support the mental health and wellbeing of pupils</p> <p>There will be a focus on PSHCE in the recovery curriculum</p> <p>A member of SLT has attended the DFE, Public Health England and NHS England webinar to set out how to support returning pupils. The recording will be available online afterwards (https://www.eventbrite.co.uk/e/dfc-supporting-pupil-and-student-mental-wellbeing-tickets-110796856380) This includes hearing from experts on the impacts of the pandemic on pupils’ mental wellbeing and recovery techniques, and from education leaders about the actions they have been taking – staff will attend and disseminate information</p> <p>SENCo has participated in a ‘Return to School for SEND pupils webinar</p> <p>Staff signposted to the free Mind Ed Learning platform for professionals, which includes a coronavirus staff resilience hub (http://covid.minded.org.uk) with materials on peer support, stress, fear and trauma and bereavement</p> <p>Staff will be provided with the relationship, sex and health education modules for teachers to support them in preparation to deliver content on mental health and wellbeing.</p> <p>Year 6 families have been provided with a link to support learning about RSE at home with parents/carers</p>
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Thorpedene Primary School

	<p>continued to offer support as pupils return to school – school nurses as leaders of the <u>healthy child programme</u> can offer a range of support including:</p> <ul style="list-style-type: none"> • support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues • support for pupils with additional and complex health needs • supporting vulnerable children and keeping children safe <p>Staff may require appropriate instruction and training on identifying and supporting vulnerable children and parents and carers that return to the setting. For example, by signposting them to appropriate local services such as mental health, domestic abuse or substance abuse services</p> <p>The Whole School SEND (WSS) consortium will be delivering some training and how-to ideas for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings.</p> <ul style="list-style-type: none"> • 	<p>The training module will be delivered to all staff in the Autumn term on teaching about mental wellbeing (https://www.gov.uk/guidance/teaching-about-mental-wellbeing), which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. (JP)</p> <p>The Wellbeing for Education Return programme will form part of the training sessions for staff to allow staff updated information on how best to support pupils in the return to school as well as their own wellbeing</p> <p>Additional support from the Local Authority will be accessed when available</p> <p>The school will be working alongside the school nursing teams for additional support and guidance and the immunisation programme</p> <p>The Pupil Welfare Officer will work closely with families to ensure they are supported in the return to school and with any additional needs</p>
<p>46. Pastoral Support</p>	<ul style="list-style-type: none"> • Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible 	<p>Learning Mentors and Leadership available on the gates in the morning and afternoon</p> <p>Targeted support provided for individuals identified as needing individual support</p> <p>Counselling support will resume for identified pupils in line with social distancing and Government guidelines</p>
<p>47. Behavioural Expectations</p>	<ul style="list-style-type: none"> • Schools should consider updating their behaviour policies with any new rules, and consider how to communicate their updated policies 	<p>Review of Behaviour Policy to ensure school rules are communicated effectively and shared</p>



Thorpedene Primary School

	<p>clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.</p> <ul style="list-style-type: none"> • Adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. • We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils. • To assist all school leaders and staff in welcoming back all pupils, we have published a <u>tool for mainstream schools to support the re-engagement of pupils</u> and the return to orderly and calm environments in which all pupils can achieve and thrive. • The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort and must be lawful, reasonable, and fair. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant 	<p>The school Behaviour Ladder is reviewed to ensure all staff and pupils are aware of the expectations</p> <p>The re-engagement information will be shared with staff when available</p> <p>Classroom rules to be devised at the start of the Autumn term and displayed in all classrooms</p> <p>In class weekly Celebration assembly promoting positive behaviour and sharing with the community via the App and Facebook</p> <p>Staff training on supporting pupils return to school and de-escalation techniques has been planned</p> <p>There is an addendum on the Behaviour Policy to support the implementation of behaviour management.</p> <p>The Recovery Curriculum will also have a large focus on emotional well-being to support the children upon return to school.</p> <p>The school will ensure continued transparent contact is in place with families and external agencies</p>
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Thorpedene Primary School

- Schools, should, as far as possible, avoid permanently excluding any pupil with an education, health and care (EHC) plan, or a looked-after child. Where a looked-after child is at risk of exclusion, the designated teacher should contact the relevant authority's virtual school head as soon as possible to help the school decide how to help the child and avoid exclusion becoming necessary.
- Where a previously looked-after child is at risk of exclusion, the designated teacher should speak with the child's parent or guardian and seek advice from their virtual school head.
- Pre-empting that a pupil may commit a disciplinary offence, and thus not allowing a pupil to attend school, is an unlawful exclusion.
- Schools should have arrangements in place to support attendance and engagement which consider what additional support children and young people need to make a successful return to their full time education. For more information see [annex B](#).
- Any disciplinary exclusion of a pupil from a school, even for short periods of time, must follow the statutory procedure. This includes sending a pupil home for poor behaviour, whether or not remote education is provided. 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off' for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers.
- Schools should be mindful that it is unlawful to punish a child for the actions of their parents, and to consider this when applying sanctions (for example refusing to allow a pupil to class because their parents did not attend a meeting or because the parents brought the pupils to school late would be unlawful).
- Ofsted will continue to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.



Thorpedene Primary School

<p>48. Remote Education Online - Online Safety</p>	<p>Keeping pupils and teachers safe during remote education is essential.</p> <p>School contact with parents and carers during this time can also be used to reinforce the importance of children staying safe online.</p> <p>It is especially important for parents and carers to be aware of what their children are being asked to do, including:</p> <ul style="list-style-type: none"> • sites they will be asked to use • school staff their child will interact with <p>Schools should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.</p> <p>An important part of contingency planning is ensuring that training is regularly refreshed with teachers, and that appropriate trouble-shooting support is available where needed, so that transfer to the remote environment can happen seamlessly when needed. Schools may consider prioritising this aspect of professional development, where necessary, in the early autumn term.</p> <p>It's especially important for parents and carers to be aware of what their children are being asked to do, including:</p> <ul style="list-style-type: none"> • sites they will be asked to use • school staff their child will interact with 	<p>Regular updates will be shared with parents through letter, the website and app, sharing links to support online safety</p> <p>Online Safety Addendum updated and shared with parents/carers</p> <p>The school Remote Learning Plan includes details on how to ensure safe online learning for both parents and teachers</p> <p>We ask parents/carers to have discussions with their children about the importance of online safety and what to do if anything makes them feel uncomfortable. If they ever wish to report harmful online content then they should visit: UK Safer Internet Centre. If they wish to get advice on reporting online abuse they should visit the National Crime Agency's Child Exploitation and Online Protection command or click on the CEOP button at the bottom of https://thorpedene.southend.sch.uk/</p> <p>We will continue to emphasise the importance of a safe online environment and encourage parents and carers to set age appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.</p> <p>Parents/carers can find a range of links to help keep their children safe online here:</p> <ul style="list-style-type: none"> • Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online • Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
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- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Guidance for staff if recording lessons for streaming online, to ensure they still understand and maintain school expectations as well as additional pointers for recording and checking online lessons.

Within this guidance, staff will also be directed to read the DfE guidance on teaching online safety in schools <https://assets.publishing.service.gov.uk/government/>



uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

Assessment & Accountability:		
Area / Aspect	Action	Control measures
49. Inspection	<p>For state-funded schools, the intention is that routine, graded Ofsted inspections will not be reintroduced until the summer term. During the spring term, it is intended that inspectors will conduct monitoring inspections in schools most in need of support - inadequate schools and some schools that require improvement. These monitoring inspections will not be graded, and will focus on matters that are particularly relevant at this time such as curriculum and teaching (including remote education), and attendance, particularly of vulnerable pupils. Inspectors will be sensitive to the school's context, and support schools to prioritise the right actions. We are discussing with Ofsted the implementation of these inspections in light of the recent changes set out in this guidance.</p> <p>As has been the case throughout, Ofsted will also have the power to inspect a school in response to any significant concerns, including those relating to safeguarding and remote education.</p> <ul style="list-style-type: none"> For state-funded schools, the intention is that routine, graded Ofsted inspections will not be reintroduced until the summer term. During the spring term, it is intended that inspectors will conduct monitoring inspections in schools most in need of support - inadequate schools and some schools that require improvement. These monitoring inspections will not be graded, and will focus on matters that are particularly relevant at this time, such as curriculum and teaching (including remote education), and attendance, particularly of vulnerable pupils. 	<p>There will be no routine Ofsted Inspections until the Summer term 2021</p> <p>New AIP for 2020-21 written, with key actions for all areas</p> <p>Self-Evaluation Form and Strengths and Weaknesses document will be prepared</p> <p>Remote Education plan is in place to support pupils learning at home</p>



Thorpedene Primary School

	<ul style="list-style-type: none"> Inspectors will be sensitive to the school’s context, and support schools to prioritise the right actions. As has been the case throughout, Ofsted will also have the power to inspect a school in response to any significant concerns, including those relating to safeguarding and quality of education (which could include remote education). <p>Dec 2020 – Ofsted inspections have been postponed until Summer 2021</p>	
<p>50. Primary assessment</p>	<p>The Department recognises that due to the further disruption caused by school closures, primary assessments cannot continue as intended. We will therefore cancel the statutory key stage 1 and key stage 2 tests and teacher assessments planned for summer 2021, including the key stage 2 tests in reading and mathematics.</p> <p>We remain determined to ensure that every young person, no matter their age or background, is provided with the education and opportunities they deserve despite the challenges faced by schools. We know that schools will continue to use assessment during the summer term to inform teaching, to enable them to give information to parents on their child’s attainment in their annual report and to support transition to secondary school. We strongly encourage schools to do this, using past test papers if they wish.</p> <p>Primary assessments have a crucial role in supporting pupils to grasp the basics of reading, writing and mathematics and to prepare them for secondary school. As such, these arrangements will apply for summer 2021 only, and the Department is planning for a full programme of primary assessments to take place in the 2021/22 academic year.</p> <ul style="list-style-type: none"> To recognise the challenges that primary schools are facing, primary assessments in summer 2021 will focus on assessments in phonics, English reading and writing, and mathematics. 	<p>The school will continue to make their own assessments of pupils his academic year.</p> <p>The school will deliver a past Phonics Screening Check to children in year 2 in the Autumn term. Year 2 children who do not meet the standard in this check will retake the check at the end of year 2</p> <p>There will be no statutory baseline for reception pupils this year</p> <p>The Engagement model will be transitional this academic year in preparation for the statutory guidelines in September 2021. The school will prepare the use of the Engagement Model this academic year to support pupils working below the national standard</p> <p>During 2020/21 the school will still work towards the EYFSP assessment unless advised otherwise, in line with other statutory assessments, no disapplication has been made for the EYFSP for 2020/21.</p>



Thorpedene Primary School

- The key stage 1 tests in English reading and mathematics, and the English grammar, punctuation and spelling tests at key stage 1 and 2, will be removed for one year.
- There will also be no requirement to undertake and report on teacher assessments in science at either key stage.
- the introduction of the multiplication tables check will be postponed a further year, whilst still enabling schools to use it on an optional basis.
- We are also enabling schools to take a more flexible approach to the administration of the key stage 2 tests, and the phonics screening check, by extending the original timetable variation windows by a further week until 26 May and 25 June respectively.
- For 2020 to 2021 academic year only, schools will be required to administer a past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021.
- The statutory rollout of the reception baseline assessment has been postponed until September 2021. During the summer term 2020, schools had the opportunity to sign up to the 2020 to 2021 early adopter year.
- In light of the impact of coronavirus (COVID-19) outbreak, the 2020 to 2021 academic year will be a transitional year (subject to the necessary legislation being made) to allow



Thorpedene Primary School

	<p>schools time to prepare for, and start embedding, the engagement model. The engagement model is the new attainment framework (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study.</p> <ul style="list-style-type: none"> The 2020 to 2021 academic year will be a transitional year where schools that have prepared to implement the engagement model will be able to report against it and schools that need more time to implement this change will have the option to assess against P scales 1 to 4, for one final year. The engagement model will become statutory from September 2021 and further information can be found at the engagement model. 	
<p>51. Accountability Expectations</p>	<p>Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020.</p> <p>For the 2020 to 2021 academic year, we confirmed on 3 December that we will not be publishing data based on exams and assessments from summer 2021 on school and college performance tables.</p> <p>Read coronavirus (COVID-19): school and college accountability to see what this means for accountability in 2019 to 2020 and 2020 to 2021.</p> <p>We will say more about the implications of the recent changes set out in this guidance for school and college accountability in due course.</p> <ul style="list-style-type: none"> For the 2020 to 2021 academic year, school and college level performance data based on exams, tests and assessments will be made available to Ofsted, DfE teams, and to schools themselves, to 	<p>Performance data will be collated throughout the year</p>



Thorpedene Primary School

	<p>support school improvement, but we will not be publishing this data on school and college performance tables.</p> <p>We will temporarily change the published performance tables next year to provide a transparent set of information for parents on:</p> <ul style="list-style-type: none"> • the subjects that key stage 4 and key stage 5 students have taken • how well schools and colleges support key stage 4 and key stage 5 students to their next destination • attendance of key stage 1 to key stage 4 pupils, with relevant context to take account of the impact of coronavirus (COVID-19) <p>2019 performance data will continue to be publicly available.</p> <p>Schools and colleges should continue to inform parents of their own child’s test, assessment and examination results.</p> <p>Read coronavirus (COVID-19): school and college accountability to see what this means for accountability in 2019 to 2020 and 2020 to 2021. Performance tables are suspended for the 2019 to 2020 academic year and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. DfE will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability.</p>	
52. EYFS Reforms	<ul style="list-style-type: none"> • New regulations that come into force on 26 September 2020 will allow temporary changes to be reapplied if coronavirus (COVID-19) related local lockdowns are imposed by government. This is because a local lockdown may affect a provider’s ability to comply with the EYFS. Details of the amendments can be found in the guidance on the EYFS: 	During 2020/21 the school will still work towards the EYFSP assessment unless advised otherwise, in line with other statutory assessments, no disapplication has been made for the EYFSP for 2020/21.



Thorpedene Primary School

	<p><u>coronavirus disapplications guidance</u>, which also includes details about how the temporary arrangements will be brought to an end. Settings and local authorities should fully familiarise themselves with these changes to ensure they understand the flexibilities available to them and are meeting the modified requirements, especially in relation to paediatric first aid, during the coronavirus (COVID-19) outbreak.</p> <ul style="list-style-type: none"> • The requirement for at least one person who has a full PFA certificate to be on the premises at all times when children are present remains in place where there are children below the age of 24 months. However, if children are aged 2 to 5 within a setting, providers must use their ‘best endeavours’ to ensure one person with a full PFA certificate is on site when children are present. If after using best endeavours they are still unable to secure a member of staff with full PFA to be on site then they must carry out a written risk assessment and ensure that someone with a current first aid at work or emergency PFA certification is on site at all times children are on premises. • The Health and Safety Executive published guidance on <u>first aid during coronavirus (COVID-19)</u> which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards, including washing hands 	<p>The school will use ‘best endeavours’ to have one person with full PFA, as set out in the EYFS, on site. By best endeavours we mean providers must be able to demonstrate they have identified and taken all the steps possible to appoint a suitable person.</p> <p>The school will always have at least 1 qualified First Aider on site at all times.</p>
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Contingency Plans for Remote Education		
Area	Action / Information	Control Measures
53. Process in the event of local restrictions	The tiers of restriction for education and childcare, summarised in <u>annex 3 of the contain framework</u> and in <u>guidance on higher education</u> , work alongside the <u>local COVID alert level framework</u> . At all local alert levels, the expectation is that education and childcare provision should continue as normal. The	The school will follow any instructions given by the Local Authority and Health Protection team in the event of local restrictions.



Thorpedene Primary School

	<p>government has been very clear that limiting attendance at schools and other education settings should only be done as a last resort, even in areas where a local alert level is ‘high’ or ‘very high’. Decisions on any restrictions necessary in education or childcare settings are taken separately on a case-by-case basis in the light of local circumstances, including information about the incidence and transmission of coronavirus (COVID-19).</p>	<p>To ensure clear and concise information can be shared in the event of an outbreak the school will</p> <ul style="list-style-type: none"> • School will ask parents and staff to inform them immediately of the results of a test. • Ensure that if someone tests negative, they feel well and no longer have symptoms, they can stop self-isolating. If they are still presenting symptoms it is still best to avoid contact with other people until they are better • Provide details of anyone they been in close contact with if they were to test positive for COVID-19 or is asked by NHS Test and Trace • Schools will keep a record of pupils and staff in each group <p>The health protection teach will provide definitive advice on who must be sent home</p> <p>A template letter will be used in school, on the advice of the health protection team to send to staff and parents. No names or details of the people will be shared unless essential to protect others</p>
<p>54. Contingency plans</p>	<ul style="list-style-type: none"> • For individuals or groups of self-isolating pupils, remote education plans should be in place • In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close <p>In local areas, where restrictions have been implemented for certain sectors (from national direction), we anticipate that schools will usually remain fully open to all. There is an additional requirement that face coverings should be worn by staff and students, in schools and colleges, from year 7 and above,</p>	<p>Remote Learning plans will be available in the event of an outbreak for each year group linked, where possible, to the current curriculum being delivered in school</p> <p>Links to useful websites and activities will be provided in the event of self-isolation in groups</p> <p>School App and Website to be updated daily</p> <p>Oak Academy/BBC resources will be shared</p>



Thorpedene Primary School

	<p>outside classrooms when moving around communal areas where social distancing cannot easily be maintained.</p> <p>However, there may be exceptional circumstances in which some level of restriction to attendance at schools is required in a local area. The Department of Health and Social Care (DHSC) has updated their <u>contain framework</u> to include an overview of the tiers of intervention for schools and colleges when managing local outbreaks and implementing restrictions.</p> <p>11.12.2020 – SBC sent out Borough wide letter to parents to encourage community testing Test center increase:</p> <ul style="list-style-type: none"> • Hamlet court rd carpark – 7 days a week 9-3 • Southend Airport – now 7 days a week • Shoebury park – 5 days a week • Short Street – 7 days a week 	<p>Curriculum overviews for each year group will be shared on the website and app and parents signposted</p> <p>Parents/carers encouraged to inform the school of any contact detail changes and update to email addresses</p> <p>11.12.2020 – School shared SBC letter with all stakeholders re: community wide testing in Southend due to increasing cases in the borough If children are being tested without symptoms at parental choice, children can still attend school.</p>
<p>55. Remote Education Expectations</p>	<p>The DfE are providing some laptops and tablets to schools for disadvantaged pupils in Yrs3-11 to access remote education</p> <p>Due to the dedication of teachers and school leaders, the vast majority of schools have already been delivering remote education where it has been needed, continually improving their provision in line with expectations and emerging best practice.</p> <p>The temporary continuity direction makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).</p> <p>The Direction requires schools to have regard to this guidance. Ofsted inspection will consider the quality of schools’ remote education in accordance with the expectations set out in this guidance. The remote</p>	<p>Remote Learning is in place from 4/1/21 utilising TEAMS</p> <p>All children have been provided with a login to access this</p> <p>Weekly learning will be shared in line with that in the classroom</p> <p>Teachers will provide pre recorded lessons to support remote learning</p> <p>Any devices allocated by the DfE will be sent to schools in the first week.</p> <p>See Remote Learning Plan Jan 2021 for full details on Remote Learning at Thorpedene.</p>



	<p>education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.</p> <p>The amount of remote education provided should be, as a minimum:</p> <ul style="list-style-type: none"> • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day • Key Stages 3 and 4: 5 hours a day <p>If parents feel their children’s school is not providing remote education of a suitable quantity and quality, they are encouraged to in the first instance raise their concerns with the teacher or headteacher and, if the concerns are not resolved, to report the matter to Ofsted.</p> <p>Ofsted will inspect schools – of any grade – where it has significant concerns about safeguarding or the quality of remote education being provided. Such concerns could be triggered by, for example, parents complaining about remote education directly to Ofsted.</p> <p>In developing their remote education, we expect schools to:</p> <ul style="list-style-type: none"> • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school’s curriculum • select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools 	<p>In the event of a year group isolation or full or partial closure, teachers will provide weekly lessons in English, Maths and Foundation subjects’ equivalent to 3 or 4 hours per day depending on KS. Links will be provided to where parents and children can find the online teaching videos and resources for each lesson.</p> <p>The expectation of lessons will be:</p> <ul style="list-style-type: none"> - Daily pre recorded Maths lesson including teaching content and follow up activities (including times tables) (1 hour equivalent) - Daily pre recorded English lesson including teaching content and follow up activities (1 hour equivalent) - Pre-recorded daily Phonics lesson (Foundation Stage and Key Stage 1) (20mins equivalent) - Weekly Spelling activities (10mins daily equivalent) - Daily Reading (15min equivalent) - Each day there will be a lesson for one of the Foundation subjects (Science, History, Geography, Music, Computing, Art) (1 hour equivalent) - Daily PE activities will be provided (30mins equivalent) - Wellbeing Activity e.g. yoga, mindfulness (15min equivalent) - KS2 Reflection Time (5mins daily equivalent) - Daily Assembly (15min equivalent) <p>For KS1 pupils there will be a range of activities that are not screen based throughout the week e.g. active counting, scavenger hunts, singing, art activities, investigations – these will be posted weekly on the school website and app.</p> <p>A weekly timetable will be shared with children setting out the lessons to be taught the following week</p>
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Thorpedene Primary School

	<p>do not have an education platform in place, they can access free support at Get help with technology - GOV.UK (education.gov.uk)</p> <ul style="list-style-type: none"> • overcome barriers to digital access for pupils by: <ul style="list-style-type: none"> ▪ distributing school-owned laptops accompanied by a user agreement or contract ▪ providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. • It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors. • have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern • identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education • publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation <p>When teaching pupils remotely, we expect schools to:</p>	<p>As staff are on a rota it will be the responsibility of the teacher overseeing Remote Learning each week to plan and prepare the following weeks activities</p> <p>The named member of SLT responsible for Remote Learning is Miss S Champney – Deputy Headteacher</p> <p>As all staff will be returning to school, there is currently no allocated remote learning team. Should the school be put into lockdown, SLT will allocate the staff effectively to support both in-school and remote learning.</p> <p>Resources will be provided to those without online access when requested by parents/carers</p> <p>Whole school project will be shared with children/parents/carers (already planned)</p> <p>School App and Website to be updated daily</p> <p>Oak Academy/BBC resources will be shared</p> <p>Curriculum overviews for each year group will be shared on the website and app and parents signposted</p> <p>Remote Learning Plans are readily prepared to ensure the quality of home learning matches that in school</p> <p>Possibility of SECAT Hub – contact key worker and vulnerable pupils</p> <p>School food packages will be distributed</p>
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Thorpedene Primary School

	<ul style="list-style-type: none">• set meaningful and ambitious work each day in an appropriate range of subjects• provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:<ul style="list-style-type: none">▪ Key Stage 1: 3 hours a day on average across the cohort, with less for younger children▪ Key Stage 2: 4 hours a day▪ Key Stages 3 and 4: 5 hours a day <p>Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of schooled video content.</p> <ul style="list-style-type: none">• consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:<ul style="list-style-type: none">▪ providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources▪ providing opportunities for interactivity, including questioning, eliciting and reflective discussion▪ providing scaffolded practice and opportunities to apply new knowledge▪ enabling pupils to receive timely and frequent feedback on how to progress, using digitally-	<p>Parents/carers will be contacted via phone once a week</p> <p>Pupils can send their work to the dedicated email address children@thorpedene.southend.sch.uk</p> <p>Parents are encouraged to contact the school with their preferred parent/carer email addresses (this can be done prior to an outbreak)</p> <p>From January 2021 all learning will be provided via MS Teams, parents and carers will be provided with clear instructions on how to access this and the learning provided.</p> <p>Teachers will ensure their weekly planning is accessible for use in remote learning, video links and resources will be shared on their class Teams channel weekly to ensure that remote learning is in place immediately in the event of self-isolation.</p>
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Thorpedene Primary School

facilitated or whole-class feedback where appropriate
49

- using assessment to ensure teaching is responsive to pupils’ needs and addresses any critical gaps in pupils’ knowledge
- avoiding an over-reliance on long-term projects or internet research activities

We expect schools to consider these expectations in relation to the pupils’ age, stage of development or special educational needs, for example where this would place significant demands on parents’ help or support.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.

We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.

If a year group of class need to isolate the class teachers will deliver pre recorded videos for core subjects to ensure the teaching content is available to pupils.

See the school’s remote learning plan.

Records will be kept of pupil engagement during an isolation period

Where there are no local restrictions in place – the school will remain open fully to all

Tier 1 – the school is open to all pupils



Thorpedene Primary School

<p>We have now published a <u>temporary continuity direction</u> which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.</p> <p>Schools can find help and support in the <u>remote education good practice guide</u> and school-led webinars.</p> <p>COVID-19 Contain framework – a guide for local decision makers (28/8/20)</p> <ul style="list-style-type: none"> • Local decision makers will act at the earliest stage for local incidents, and ensure swift national support is readily accessible where needed • UTLA’s (Upper Tier Local Authority) will make decisions to manage outbreaks including limiting schools to set year groups or closing schools • Analysis of the nature of the outbreak will determine the measures which will be most effective • Local Outbreak planning – tiers of national restriction for education and childcare – there may be exceptional circumstances in which some level of restriction to education or childcare is required in a local area. In those situations, restrictions will be implemented in a phased manner – the key aim being to retain as much face to face education and access to childcare as possible <p>The Government has now published a <u>temporary continuity direction</u> which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.</p> <p>Special educational needs</p>	<p>Tier 2 – the school continues to open fully to all pupils (secondary schools move to a rota)</p> <p>Tier 3 - the school continues to open fully to all pupils (secondary schools move opening only for vulnerable, Critical workers and year groups identified by the DfE)</p> <p>Tier 4 – the school only allows full time attendance on site to priority groups (vulnerable/Critical workers). All other pupil groups will not be attending. At this point remote education will be provided by the school for all other pupils</p> <p>The school will be utilising MS Teams to support Remote Learning</p> <p>Remote Learning Plan in place</p> <p>Differentiated activities will be provided to ensure all pupils are able to access remote learning</p> <p>ISP’s will be updated to support remote learning</p>
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For pupils with SEND, their teachers are best-placed to know how the pupil’s needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils’ special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Regular contact will be made will families in the event of any school closure and updates given to external agencies where appropriate

Online Safety information regularly shared with parents/carers



	<p>Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.</p> <p>Delivering remote education safely</p> <p>Keeping children safe online is essential. The statutory guidance <u>keeping children safe in education</u> provides schools and colleges with information on what they should be doing to protect their pupils online.</p> <p>Support on delivering online remote education safely is available from:</p> <ul style="list-style-type: none">• <u>safe remote learning</u>, published by SWGfL• <u>online safety and safeguarding</u>, published by LGfL, which covers safe remote learning• the National Cyber Security Centre, which includes <u>which video conference service is right for you</u> and <u>using video conferencing services securely</u>• <u>safeguarding and remote education during coronavirus (COVID-19)</u>• annex C of <u>keeping children safe in education</u>	
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