



ST. STEPHEN'S JUNIOR SCHOOL

Creativity · Independence · Respect

Return to school procedures - Risk Assessment Updated 11.09.20

In line with the Department for Education's instruction, it is our plan that all pupils in years 3 and 6 will return to school full-time from the beginning of the autumn term – Thursday 3rd September 2020, pupils in years 4 and 5 will return on Monday the 7th of September.

Our planning is underpinned by the Department for Education's advice on effective infection protection and control which states the following:

“We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.

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 assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

1. a requirement that people who are ill stay at home
2. robust hand and respiratory hygiene
3. enhanced cleaning arrangements
4. active engagement with NHS Test and Trace
5. formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible”

Many of the protocols and procedures that were implemented during the summer term will remain the same in the autumn term with the expectation that they will further embed so that children who did not attend in the summer term will themselves adopt the measures also.

This Risk Assessment is based on the government information and address the protocols required to support this. (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction>). The aim of this plan is to minimise the risks, whilst acknowledging that we can't negate them entirely.

All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstance. The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.

Within the government guidance, the systems of control that schools should adopt are clearly listed. This document will outline those systems of control and how St Stephen's Junior School has made them appropriate to our specific context and circumstance.

"System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

- 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 who does, **do not attend school**
- 2)** clean hands thoroughly more often than usual
- 3)** ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4)** introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5)** minimise contact between individuals and maintain social distancing wherever possible
- 6)** where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

- 7)** engage with the NHS Test and Trace process
- 8)** manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9)** contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant."

Numbers 7-9 above may require school to share pupil/parent contact information with public health officials. This sharing of information is permissible under current law and is in line with data protection guidance covering schools.

Section 1: public health advice to minimise coronavirus (Covid-19) risks.

Systems of control	Action
<p>Prevention</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 who does, do not attend school</p>	<p>Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).</p> <p>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 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned with disinfectant solution (or bleach) and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>There will also be a designated toilet assigned to children who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p> <p>The designated isolation space is: Boys After School Club Toilet - parents will collect the child from the back After school club door.</p> <p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. Whilst the result of this test is pending we may have to make the decision to shut the bubble earlier than receiving the result. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p> <p>This guidance will apply to class bubbles and After School Club bubbles.</p> <p>This will need to be reported by the school to PHE The whole school will be informed if there is a positive coronavirus case.</p>
<p>Prevention</p> <p>2. Clean hands thoroughly more often than usual.</p>	<p>Adults and children are to wash their hands or use hand gel on the following occasions:</p> <ul style="list-style-type: none"> - Entry to school - Before/after break times - Before lunch - When they change rooms - Before leaving school - Anytime that they visit the toilet or cough/sneeze in to their hands. <p>Children will also use hand sanitiser before they enter the school building when they are collected from the school playground. Children will be sent in staggered times to wash their hands, which is why the use of hand gel is important throughout the day.</p> <p>Handwashing is to be prioritised over the use of hand gel, but this will not always be possible.</p>

	<p>Additional hand sanitisers pumps have been purchased and are stationed in each classroom as well as additional hand sanitisers at appropriate points in school i.e. the reception desk for visitors and staff upon arrival and the photocopying areas for increased hygiene as a 'hot spot' in the school.</p> <p>Additional sinks have been added to the Year 6 building.</p> <p>At the start of the school year children will be taught to wash their hands effectively, but it should be recognised that they will not always be supervised when this takes place.</p>
<p>Prevention</p> <p>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p>	<p>During the start of term, children will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown in to the lidded bins in each classroom using the foot-pedal to open the bin and their hands must be cleaned afterwards.</p> <p>Posters are in all classrooms referencing catch it bin it kill it, handwashing, social distancing teachers will brief children on this daily.</p>
<p>Prevention</p> <p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	<p>At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment for use throughout the day. It will be stored appropriately within the classrooms.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Children will be taught to be aware of the maximum numbers on the toilets and will wait outside if necessary. Toilets are to be cleaned regularly.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</p>
<p>Prevention</p> <p>5. Minimise contact between individuals and maintain social distancing wherever possible.</p>	<p>The purpose of 'bubbles' is to minimise contacts and mixing between people, reducing the transmission of coronavirus. We will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible. To help us with our systems and procedures we will be operating a staggered start to the term.</p> <p>Grouping the Children</p> <p>There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.</p> <p>The DfE guidance reads as follows:</p> <p><i>"In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups."</i></p>

As a school we will operate class bubbles in the main, but there will be situations where class bubbles become year group bubbles. Guidance states:

Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.

This means that:

- All children will be able to be considered for catch-up interventions now that teaching assistants can work across a year group.
- PPA staff will work across each bubble so will be subject to a heightened risk assessment in terms of social distancing and hygiene.
- Start times/ lunch times and break times will be run as year group bubbles so that we can effectively manage this procedure.
- SENCOs will work with specific bubbles of children and maintain social distance of 2m where possible as they will need to work with other children across the school.

The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.

Senior management can operate across the school and its bubbles as they will be able to maintain social distance of 2m.

Measures within the classroom

Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another, however it should be recognised that this will not always be possible.

Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible. Staff should be encouraged to talk to children side to side rather than face on.

Classrooms need to be adapted to support distancing where possible. If tables are used, they should face the front and children should sit side-by-side, not facing one another nor side on. Classrooms will be prepared as such ready for September. Wherever possible, children will be seated one metre apart, with enough allowance for the adults in the room to be 1m apart from pupils.

Measures elsewhere

There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to year group assemblies. Children will be required to distance during these assemblies rather than lining in tight rows. Where possible, efforts will be made to have virtual assemblies through Teams/ Zoom (video conference software). Children are not to sing during assembly.

Use of the staff room should be minimal. The staff room will remain open to adults, however strict social distancing must be in place and where possible, it is advised that groups of staff do not congregate. There is a maximum capacity within the staffroom and staff are required to wash hands before and after exit. It is important for your own wellbeing that you see colleagues and we encourage this, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms.

Meetings will be held in large spaces allowing staff to socially distance or outside. Where staff share an office they will be considered a bubble.

Fire Evacuation procedures are unchanged from usual, with the exception of where pupils will line up – upper (Yr 5 and 3) and lower playground (Yr 4 and 6) maintaining a safe distance. Within the first weeks of school a practice drill will take place to ensure children are aware of where to stand.

Measures for arriving at and leaving school (inc break/lunch times)

All pupils will come into school via the main gate- there will be a one way system in place which means that all parents coming on site will exit via the top gate.

The start time for each year group:

Year 3 – 8.35 – 8.45/ 2.50 – 3.00

Year 4 - 8.45 – 8.55/ 3.00- 3.10

Year 5 - 8.55- 9.05/ 3.10 – 3.20

Year 6 – 9.05- 9.15/ 3.20- 3.30

Parents are asked not to stay and will drop off children to designated supervised area, but should then leave the school premises via the top gate. We ask wherever possible only **one parent** enters the school grounds. Staff members will be at designated areas to ensure systems are clear and followed.

Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles. Families with multiple children can drop off both children at the earliest time as classrooms will be open for children to enter. On pick up, pupils with siblings can pick up at the later time, and siblings who finish earlier will be held in classrooms so that they can then be picked up at the same time.

Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds.

Parents mustn't congregate at the 'drop-off' point, they must instead arrive on time and then depart.

Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. The playground will be open to parents to briefly wait in before their children are released to them. Whilst parents are waiting, social distancing must be adhered to. Parents will be asked to wait in specific areas depending on their child's year group.

Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through Class Dojo if they have queries about the day or they can call to make a phone appointment.

The school office is not to be accessed by parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email. A member of the team will go to classrooms throughout the day to collect any items brought in to school (money etc) and mobile phones (Y6).

Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. Disposable face-coverings must be placed in a lidded bin. The wearer must then clean their hands.

Other considerations

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. A pamphlet of these will be provided alongside the normal safeguarding procedures.

Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by school.

Phones need to be in a plastic named wallet and will be collected by a staff member wearing gloves.

A record of all visitors must be kept to support NHS Test and Trace.

In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned following use.

Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe.

Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used as it cannot be cleaned appropriately. Therefore, each group will need to gather resources from their classrooms or the PE cupboard so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is gathered back in at the end of their break/ lunch time and cleaned.

Pupils should not bring anything additional from home. Children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the library.

Teachers can now take books home (and return them freely) to assess or use to support planning etc, but every effort should be made to mark books in school to avoid cross contamination.

It is very important that teachers provide the full curriculum and do not restrict what is on offer around resources. As long as resources are cleaned or quarantined (48 hours 72 for plastic) after use teachers should aim to use a wide range of resources- carefully considering how to manage their use.

Teachers can mark work as normal in their bubble, washing hands before and after.
Uniform should be worn as normal.

Prevention

6. Where necessary, staff wear appropriate personal protective equipment (PPE).

PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).

The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:

- Face masks
- Aprons
- Gloves of various sizes
- Face shields (limited quantities)

Children need to know that some adults might be wearing PPE and that it is 'ok'.

Response to any infection

7. Engage with NHS Test and Trace.

Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.

They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the 'stay at home' regulations.

Anyone who displays symptoms of coronavirus can and should get a test.
The school will need to have confirmation of a negative test result before the child returns to school

Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.

If the test result is negative, the child can return to school assuming they would do so under normal circumstances.

If the test result is positive, the child and family need to follow the 'stay at home' guidelines.

<p>Response to any infection</p> <p>8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</p>	<p>School should contact the local health protection team:</p> <p>PHE Kent Health Protection Team (South East), Level Two Civic Centre, Tannery Lane, Ashford, TN23 1PL Telephone:0344 225 3861 option 1 to 4 depending on area then option 1</p> <p>School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.</p> <p>The admin team will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.</p> <p>School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test. If the symptomatic child’s test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms.</p> <p>St Stephens Junior school will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>
<p>Response to any infection</p> <p>9. Contain any outbreak by following local health protection team advice.</p>	<p>Keep in contact with our health protection team.</p> <p>If school has 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in a phase bubble lockdown, a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>

Section 2: School operations

Aspect of school	Action
<p>Transport</p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <p>by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only</p> <p>by public transport services, we mean routes which are also used by the general public</p>	<p>Dedicated school transport</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible, will not apply from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p>Wider public transport</p> <p>Children should not attend trips or visits if they are required to use public transport to get there.</p>
<p>Attendance</p> <p>Now the circumstances have changed and 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> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p>Attendance expectations</p> <p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</p> <p>School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.</p> <p>Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority’s code of conduct).</p> <p>Pupils who are shielding or self-isolating</p> <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. We will support those parents through dialogue with the wellbeing team so that appropriate advice can be offered and leeway afforded.</p> <p>Where children can’t attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>Pupils and families who are anxious about return to school</p>

	<p>All teachers will contact their new classes before they return to school on 31st/ 1st September. Parents of pupils with specific risk factors at home are identified and reassured.</p> <p>If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via a Teams/Zoom meeting.</p>
<p>School Workforce</p>	<p>Staff who are clinically vulnerable or extremely clinically vulnerable</p> <p>We have planned to follow the full measures within the guidance, therefore most staff will return to the workplace as normal.</p> <p>Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1st August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also. Risk assessment for these staff – if there is a confirmed case of Covid staff with who are at a high risk, or living with a high-risk person will be sent home.</p> <p>Deploying support staff and accommodating visiting specialists</p> <p>As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher.</p> <p>Staff taking leave</p> <p>The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.</p> <p>Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave.</p>
<p>Safeguarding</p>	<p>All existing pre-covid safeguarding measures will return as normal, however the wellbeing team and DSL's, will need to consider additional time to 'catch-up' with those children requiring additional pastoral support as a result of prolonged absence from school.</p>
<p>Catering</p>	<p>The expectation is that the school kitchen will be fully open in Autumn term.</p> <p>There will be a separate risk assessment in terms of practice within the kitchen which will identify: How pupils safely queue, staggered lunch times, Collection of food (no orders- all items given to the children to prevent contamination) cleaning between groups, one-way system throughout the dining hall and hall.</p> <p>A separate risk assessment around the preparation and serving of food is available.</p>
<p>Lunch and break times</p>	<p>Midday supervisors will supervise each bubble, so they will work across bubbles, but they will be expected to socially distance as far as possible. Children will eat lunch in the dining hall and hall – each group will use the same space each day and it will be cleaned between uses. Children will need to sit in their class bubbles and not mix on tables.</p> <p>Packed lunches will be eaten outside as far as possible.</p> <p>All supervision outside can be between bubbles as staff can socially distance from children.</p>

	<p>Timings of lunchtimes will be staggered, as will break times:</p> <p>Break times</p> <ul style="list-style-type: none"> ➤ Year 3 10.15 ➤ Year 4 10.30 ➤ Year 5 10.45 ➤ Year 6 11.00 <p>Lunch times</p> <ul style="list-style-type: none"> ➤ Year 3 11.45– 12.00 eat in dining room, 12.00- 12.15 ➤ Year 4 12.00 – 12.15 eat in hall 12.15 – 12.30 ➤ Year 5 12.15 – 12.30 eat in dining room 12.30 – 12.45 ➤ Year 6 12.30pm – 12.45 eat in hall 12.45 – 1.15 <p>All year groups will have separate time outside.</p> <p>A separate afternoon break is given to all year groups.</p> <p>Each class has their own individual bucket of equipment which is cleaned after use.</p> <p>Playground games need to be Covid friendly: A huge range of games can be found here: https://en-gb.padlet.com/gazneedle/mry7d3wlpw313515</p>
<i>Estates</i>	<p>Site management will conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>All teachers need to open windows and doors for ventilation. Air conditioning units/ heating units can be used but rooms do still need to be well ventilated.</p>
<i>Educational Visits</i>	<p>School trips are permitted to resume however the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance. At this time to trips to educational settings, foreign countries should not be booked. Local school trips to outside spaces should be investigated.</p>
<i>Wraparound care</i>	<p>Wraparound care is permitted to commence. Children attending wrap around care will ideally need to be kept in separate year group bubbles, however that might not be possible due to limited staff numbers and children attending therefore the children will need to remain in small consistent bubbles, observing very good hand hygiene. Children from the infants will be kept in separate bubbles to the juniors.</p>

Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p>Curriculum expectations</p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>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.</p> <p>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> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>At St Stephens we will continue with our planned curriculum for the academic year. There will be a strong focus on ensuring that we assess pupils in all areas of their learning and identify gaps which we will then address.</p> <p>As part of our “catch up commitment” there will be a strong focus on ensuring quality first teaching and working to address the gaps in learning through a variety of strategies. In the first few weeks of school there will be an emphasis on pupil wellbeing and establishing new rules and routines. We will then be in a position to identify the correct approach for each area of need, with a variety of strategies to support learning catch up. We will continue to offer a wide-ranging curriculum so that pupils are exposed to the full breadth of subjects. Our approach to maths and writing uses models which are very conducive to supporting pupils in their learning, so we will continue to use these. There will also be a greater amount of taught reading added to the curriculum.</p> <p>A new PHSE package developed in line with the government statutory requirements will be in use to support teaching of PHSE throughout the school. This will be in use from the start of the autumn term.</p> <p>A “Catch up Commitment” document will outline our plans and strategies for the first few terms so that all parties are aware of the focus in the returning month. There will be an ongoing focus on wellbeing, high quality teaching and informal assessment to identify target support required along with any specialist interventions that are needed.</p> <p>We will return to the normal teaching of all subjects in the autumn term Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys.</p> <p>Online Learning</p> <p>Class teachers will continue to use Class Dojo and upload information – retaining an important contact with parents. REVIEW OF ONLINE LEARNING</p> <p>Remote education will become a focus in the sense that it will become integrated in to the school curriculum. Class teachers will retain the use of Class Dojo and upload information to class stories to maintain contact and links with parents. Oak National Academy lessons will be used periodically throughout the curriculum so that children are comfortable with the content and format in readiness to reverting to that way of working should local lockdowns or a national lockdown be imposed.</p>
<p>Specific points for early years foundation stage (EYFS) to key stage 3</p>	<p>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/sport, religious education and relationships and health education.</p>
<p>Music</p>	<p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another. This has implications for our music curriculum and adjustments will need to be made. Where possible pupils can be taught singing outside.</p>

Computing	The ICT room will be cleaned between use on surfaces and handles by ICT team. Pupils will be taught to wipe the laptops effectively with disinfectant.
Physical activity in schools	<p>PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Contact sports are to be avoided.</p> <p>External coaches can still be used to deliver PE sessions as long as they also follow the protective measures.</p>
Pastoral support	<p>The pastoral team will ensure that appropriate materials are on hand to support children's wellbeing. Extra PSHE sessions have been built in to the first few weeks of school to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Pupils requiring pastoral support will meet with one of the wellbeing team. Preferably meetings will take place outside, but where this is not possible a larger space should be used and cleaned by the surface cleaned by a member of the wellbeing team.</p> <p>The wellbeing team will need to ensure social distancing with all pupils and each other as they are working across the school.</p>
Behaviour expectations	<p>The current approved behaviour policy coronavirus amendment will still apply.</p> <p>At the start of term expectations of behaviour will be revisited, the climate and culture needs to remain one of high expectations and respect for one another.</p>

Section 4: Assessment and accountability

Aspect of school	Action
Primary Assessment	<p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <ul style="list-style-type: none"> • the year 4 multiplication tables check • key stage 2 tests and teacher assessment <p>We will follow the latest guidance from the government in terms of changing expectations based on school closure.</p>

Section 5: Contingency planning for outbreaks

Aspect of school	Action
A local outbreak	<p>If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.</p>
Remote education support	<p>SSJS needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.</p> <p>It is a priority for all teachers to ensure that all parents are connecting with Dojo. Any parents who have not connected in the first few days at the start of term need to be followed up with a phone call from teaching staff. SMT will be aware of all parents who have not signed up to Dojo.</p> <p>All teachers will regularly use class dojo to share pictures and updates of their class on class stories.</p> <p>Children will have been shown the Oak national / White Rose content prior to school closure so that they are familiar with the model in the event of a lockdown.</p> <p>Our immediate response will be the following:</p> <ul style="list-style-type: none"> • Children will take home a blank exercise book for them to do their work in. • Teachers will upload a timetable to the website with daily activities as per previous format and share this via Dojo. • All content for weekly lessons will be uploaded onto the website. • Communication with parents about learning will be via Dojo. • Teachers will share lessons via Class Dojo, often in reference to Oak National Academy lessons that are tailored for every objective in the primary curriculum. • Teachers will then be able to meet with groups of children that require additional support through Zoom online. • Children will be able to take photos of their learning and upload to the Class Dojo page so that teachers can monitor progress and offer supportive feedback if appropriate. <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. More detail on Oak National Academy can be found here (https://www.thenational.academy/information-for-teachers).</p> <p>Where children can't access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household.</p> <p>Specific SEN children will be provided with differentiated activities focusing on literacy and maths as I can send a lot of RWI and basic maths workbooks home for those children who need it.</p> <p>The SENCO team will be contactable for all parents of children on the SEN register to support them with home learning</p> <p>For pupils who are required to self isolate/quarantine: Teachers will direct them via Class Dojo to activities such as Oak National website, along with any simple resources such as spellings and tables activities.</p> <p>The principles for delivery will be as follows:</p> <ul style="list-style-type: none"> • The daily timetable will comprise of Maths, English, Reading and a Foundation subject along with weekly spelling and table challenges. It will be an equivalent amount to daily learning in school.

	<ul style="list-style-type: none"> • Children will be taught the full coverage of the curriculum which they would have received in school. • Learning will be sequenced as per the curriculum model in school. • High quality explanations for all lessons will be made either by the teacher or using a range of other resources such as White Rose (maths) or Oak National which explain each lesson via video. – year groups/ subject leaders need to check the following subjects and how they map to the curriculum – Science, History, Geography, RE, Spanish and Creative to choose units which either would be covered off at some point in the year, or cover the same curriculum points with different subjects (ie. Thomas Beckett). • English leaders to specify requirements for teaching online writing/ reading. • Year groups will submit their topics for the next term highlighting whether content will be taught via SSJS preparations/ White Rose/ Oak National. • Work will be checked through class dojo uploads, however the focus will be on giving more specific feedback less regularly. • Teachers will hold zoom meetings with groups of children to discuss learning and wellbeing weekly. • Teachers will operate office hours when replying to Class Dojo messages. • Review of year groups dojo pages by year group leaders to ensure there is consistency in experience for pupils and workload for staff.
<p><i>Actions to be taken in the event of a local/ national lockdown.</i></p>	<p>Review of phased closing plan.</p>
<p><i>Regular Communication procedures if lockdown takes place.</i></p>	<p>Communication is imperative throughout lockdown to ensure that we are able to communicate effectively with all pupils, staff and parents. This will include the following:</p> <ul style="list-style-type: none"> ➤ A weekly assembly by the Headteachers. ➤ A weekly newsletter including celebrations of children’s work (photos etc). sent to all staff and parents. ➤ A weekly bulletin sent to all staff ➤ Weekly staff meeting for those staff working in school. ➤ Regular email updates to staff working in school to address any issues. ➤ Regular Governor meetings ➤ Regular use of Twitter ➤ All staff signed up to parent mail. <p>All of the above in addition to any updates in reference to lasts government advice.</p>