



Ss Peter & Paul Catholic Primary School

Systems of Control / Protective Measures

NB: This document will be updated as and when further government guidance is received

Ss. Peter and Paul, like all other schools, has been preparing for the full-time return of all pupils from September 2020. Our plan covers the five key aspects outlined in the DfE guidance, which includes minimising risk of transmission; school operations; curriculum, behaviour and pastoral support; assessment & accountability and contingency planning for continuity in event of local outbreak.

Having assessed the risk, Ss. PP has worked through the DfE's nine-step system of controls, implementing measures to address the risks identified in the assessment. We have looked at what will allow us to deliver a broad and balanced curriculum for all our pupils, including those with SEND. By following the guidance set out, Ss. PP will effectively reduce risks in school and create an inherently safer environment. These actions are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in this Protective Document.

1. Minimising contact with individuals who are unwell with symptoms of coronavirus, **at all times**
2. **Always** encouraging regular and thorough handwashing
3. Ensuring good respiratory hygiene **at all times** by promoting the 'catch it, bin it, kill it' approach
4. Introducing enhanced cleaning measures and ensuring these are followed **at all times**
5. Minimising contact between individuals and maintaining social distancing **wherever possible**
6. Wearing appropriate PPE, **only where necessary and in specific circumstances**
7. Engaging with the NHS Test and Trace programme, **where relevant**
8. Managing confirmed cases of coronavirus (COVID-19) amongst the school community
9. Containing any outbreak by following local health protection team (HPT) advice

In preparation for a full return, Ss.PP has revisited and updated its relevant risk assessments, considering the additional risks and control measures, to enable a full return in September. We have followed the [Annex A](#) of the DfE's guidance, which includes information on reviewing health and safety risk assessments.

We will continually review this plan in line with guidance from the government and PHE and communicate any changes to all relevant stakeholders.

N/B: this section updated/amended as we carry out actions

Task	Action	Done	Outcome	Notes
Key Actions				
Complete Action Plan & RA	Share with GB, staff, send to LA, unions on request			
Plan content and timing of communications to parents and pupils	Essential communication via SpiderApp, emails (school office), phone calls; Phase powerpoints preparations shared on class pages on school website detail information for each class for 2020/21. Share plan & RAs with parents/carers of all pupils outlining steps school is taking to ensure pupils are safe; new timetable arrangements, drop-off and collection; educational resources they can access from home if their child is not returning to school due to continued shielding; recommended travelling to/from school and parking expectations; expectations of pupils behaviour & attendance; use of personal items & school wear	AP & RA on school website		Ensure web site is updated with all relevant communications
Revisit and update Whole School Risk Assessment (building on the learning to date and the practices already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. Ensure active arrangements in place to monitor controls are: <ul style="list-style-type: none"> effective working as planned updated appropriately considering any issues identified and 	Review & update RA: <ul style="list-style-type: none"> Purchase 'Fogging Machine' for enhanced deep cleaning throughout week – organised sessions according to phases in school – Foundation Suite; KS1; KS2; Toiles to be done minimum twice a week Install hand sanitising units at key locations inside premises and on playgrounds to support more frequent hand hygiene Site manager to ensure constant up keep of hygiene resources 	Reviewed RA 11/7/20 Further review 20.7.20 RA shared with GB & staff 13.7.20 and with parents/carers on 16/7/20		Risk Assessment for September 2020  SsPP RA September 2020.doc Regular deep cleaning including use of Fogging machine to sanitise classrooms, toilets and other key areas weekly  VID-20200625-WA0005.mpg4 Plan in place to manage weekly use of machine around school by Site Manager. This will be done after school hours and rooms ventilated throughout. Areas sectioned into: Foundation Suite; KS1 & infant toilets; KS2 block & Offices; Staffroom & toilets; Junior toilets, Library, Hall

changes in public health advice			Safety sheets:   Antiviral-Disinfectant-5-Litre-Data-Sheet Mirius-Antiviral-Disinfectant-Fogger-Infor COSHH rules regarding all cleaning products
In preparation for a full opening, review policies	<ul style="list-style-type: none"> • Health and Safety Policy – in consultation with staff, review to account for new protective measures in place • Child Protection and Safeguarding Policy - revise to reflect the return of more pupils • Behavioural Policy – update with any new rules, setting clear, reasonable and proportionate expectations of pupils’ behaviour • Uniform Policy – pupils are to return to their usual uniform policies in the Autumn term; reminder of items & orders to parents • Stress Management Policy - 	✓ April 2020 ✓ 21.7.20 ✓ 20.7.20	
Safeguarding <i>Agree the provision needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals, including those with problems accessing online offers.</i>	<ul style="list-style-type: none"> • DSG to revise child protection policy to reflect the return of more pupils with reference to KCSIE and coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance • Designated safeguarding leads (and deputies) given more time 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 • Update Safeguarding Policy 2020/21 and Covid-19 Addendum • Refresh safeguarding training for all staff before the school opens fully to ensure everyone is able to respond appropriately to disclosures from pupils and identify signs that could indicate a pupil has experienced significant 	21/7/20  SsPP SG-Policy-2020-21.doc  WSCP-Guidance-for-Schools COVID - 19 a	Ensure all staff, Governors have read and post on school website SFEF form used to capture lived experiences of pupil We will continue to ensure that: <ul style="list-style-type: none"> • The best interests of pupils always come first. • If anyone in the school has a safeguarding concern about a pupil, they act immediately. • A DSL or deputy DSL is always available. • Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site.

	<p>harm, e.g. changes in behaviour (training provided in form of full school training, staff briefings and online EDUCARE courses). Training will reflect the updates included in KCSIE, particularly in relation to domestic abuse and extra-familial risks including Child Criminal Exploitation (CCE), child sexual exploitation (CSE) and county lines.</p> <ul style="list-style-type: none"> • Create opportunities for and 'safe spaces' where children can talk about their experiences on their return (Elsa/KIND). • Ensure that all children have access to their class teacher/TA and school ELSA mentors who are trained to listen and able to respond effectively. • Maintain effective communication with school nurses to support wellbeing and safeguarding, as they have continued virtual support to pupils who have not been in school. 			<ul style="list-style-type: none"> • Pupils who remain at home, e.g. due to self-isolation, are protected when they are online. <p>KCSIE includes a particular emphasis on mental health, which will be key to support for pupils at this time. The definition of safeguarding has changed to include mental health explicitly. Staff will need specific training to support this. We will ensure staff are aware that it will take time for pupils to re-establish their relationships with staff and to process their experiences of lockdown. This means that it may take time before pupils are able to share their experiences. Staff will be reminded that just because a disclosure is not immediate, it does not make it less valid or important.</p>
Government Guidance/Task	Action	Done	Outcome	Notes
Section 1. Systems of Control - Prevention				
<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>Signs in office/staffroom & letters so staff, parents/carers, visitors aware that no pupils, staff and other adults come into school if:</p> <ul style="list-style-type: none"> • have CV-19 symptoms • been tested positive in the last 7 days • anyone developing symptoms during the school day is sent home <p>Someone ill in school: update signs on allocated isolation room and toilet</p> <ul style="list-style-type: none"> • call parent/carer to collect child • while waiting, use LA Changing Room; close bottom half of stable door; top half left open for ventilation; appropriate adult supervision in place outside room; (LA staff asked to keep a set of changing supplies in own class rooms in case access to changing room is not possible) • Maintain at least 2 metres away from other people. • Use access toilet in KS2 if needed 			<p>For more information on PPE use: safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p> <p>No need to isolate if you have helped someone with symptoms or any pupils who have been in close contact with them. Go home and arrange a test if you develop symptoms or the symptomatic person subsequently tests positive or you have been requested to do so by NHS Test and Trace.</p> <p>Use temperature checks at school for children who feel unwell</p>

	<ul style="list-style-type: none"> • Clean & disinfect both rooms before anyone else uses • PPE worn by staff caring for the child if 2 metres not possible (such as for a very young child or a child with complex needs). • PPE, medical and hygiene station kept in isolation room and toilet <p>All staff who display symptoms should access a test provided by the appropriate health care professional</p> <p>If a children or staff member tests negative, they can return to their setting and end the self-isolation of their household.</p> <p>If any children or staff tests positive, send the rest of their class (year group) home and advise to isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group, subsequently develops symptoms.</p> <p>In an emergency - call 999 (seriously ill/injured/their life is at risk; do not visit GP or pharmacy, urgent care centre or hospital.</p>			<p>Contact parents/carers if their child's temperatures causes concern.</p> <p>The correct email address for staff/pupils to request support from the Community Home Swabbing Service is: covid19testing@wirral.gov.uk.</p> <p>Wirral Guidance on outbreak</p>  <p>Outbreak Guidance for Wirral July 15.7.20</p> <p>Flowchart for Symptoms</p>  <p>Symptoms-and-testin g-flow-chart-v2 PACE</p>
<p>2. Clean hands thoroughly more often than usual</p>	<p>Reinforce messages around personal hygiene with pupils and staff</p> <ul style="list-style-type: none"> • The virus is easy to kill when it is on skin. • Wash for 20s with soap and running water or hand sanitiser • Site manager to maintain stock so regular hand washing and sanitising is possible - arrive at school, return from breaks, used change rooms. before and after eating • Supervise small children and pupils with complex needs. Use skin-friendly skin cleaning wipes can be used as an alternative 			<p>Use resources to help children learn about and understand about microbes and antibiotics & coronavirus</p> <p>https://e-bug.eu/</p>
<p>3. Ensure good respiratory hygiene by promoting the</p>	<ul style="list-style-type: none"> • Reinforce the 'catch it, bin it, kill it' approach – all pupils must know this is now part of how school operates. 			<p>Face coverings not recommended by PHE and not required in schools as pupils and staff are mixing in consistent groups, and because</p>

<p>'catch it, bin it, kill it' approach</p>	<ul style="list-style-type: none"> • Site manager to maintain sock of tissues; lidded bins in each room; help younger children and those with complex needs to get this right • Review RAs in place for pupils with complex needs and therefore struggle to maintain as good respiratory hygiene as their peers (spit uncontrollably; use saliva as a sensory stimulant) <p>All classes and communal areas have lidded bins; additional ones on playgrounds; appropriate signs up and around school & playgrounds</p>			<p>misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.</p>
<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p>	<ul style="list-style-type: none"> • Monitor cleaning schedule in place to ensure robust and includes increased frequent cleaning of rooms / shared areas that are used by different groups; frequently touched surfaces being cleaned more often than normal • Cleaning schedules on toilets indicate times cleaned & regularly maintained • Pupils encouraged to clean their hands thoroughly after using the toilet and closely supervised by staff staff and pupils have own items equipment, such as pencils and pens 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 • Resources that are shared between classes or bubbles, such as sports, art and science must be cleaned after use • Outdoor playground equipment cleaned frequently • Limit number of items brought in to essential only – no bags allowed other than book bag 			<p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p>
<p>5. Minimise contact between individuals and maintain social distancing wherever possible to reduce transmission of coronavirus (COVID-19).</p>	<p>In delivering its broad and balanced curriculum, Ss. PP will:</p> <ul style="list-style-type: none"> • Maintain consistent 'class groups' or 'bubbles' of 30 (32 max) that do not mix. • Limit number of pupils and staff in contact with each other to only those within the bubble as far as possible to help reduce the risk of transmission 			<p>Guidance for full opening: schools - GOV.UK July 2020 - Guidance Measures within the classroom Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.</p>

	<ul style="list-style-type: none"> • Encourage children to avoid touching each other, faces, etc. and recognise that younger pupils will not be able to socially distance • Support staff to work across bubbles e.g. PPA but maintain social distancing ideally 2m from pupils and other staff • Allow continued services/interventions for SEND and other pupils from supply, peripatetic or temporary staff, therapists, specialist staff, clinicians etc; Limit their contact & maintain social distance with other staff as they can move between schools • Explain site guidance on physical distancing and hygiene to visitors, such as contractors, on or before arrival; • Arrange visits outside of school hours where possible; keep a record of all visitors. • Avoid face to face contact; minimise time spent within 1 metre of others • Children will sit side by side & facing forwards & all desks to be forward facing where possible • Assemblies & collective worship in bubble groups only; assemblies involving several bubbles will be held virtually; bubbles have lunch & playtimes together • Limit number in staff room to 7 to manage social distancing; staff can have lunch in staffroom while own bubble having their lunch • Stagger start & finish times of school day BUT maintain overall amount of teaching times; set time for each class bubble to arrive and depart • Where possible, accommodate family groups arriving a same time – siblings to go to their classroom where adult will supervise until rest of bubble arrives • No gatherings at school gates; children straight to classrooms • Maintain staff ratios for EYFS • Install protective Sneeze Screen in reception foyer • Only 2 staff in office foyer with 2m areas sectioned off 			<p>Suitable PPE available to staff in all offices and shared spaces</p> <p>Explore removal of excess furniture in classrooms where needed to maximise space</p>
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6. Where necessary, wear appropriate personal protective equipment (PPE)	<p>Reinforce with & reassure staff that PPE only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> • where child becomes ill with coronavirus symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used 			<p>Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection including when, how PPE should be used, what type of PPE to use, and how to source it</p>
7. Response to any infection Engage with the NHS Test and Trace process	<p>Ensure staff and parents/carers have a clear understanding of the NHS Test and Trace process and how to contact their local Public Health England health protection team</p> <p>Send out letter to staff and parent carers of need to engage with this and ensure awareness of need to:</p> <ul style="list-style-type: none"> • book a test if they are displaying symptoms • not come into the school with symptoms • be sent home to self-isolate if they develop them in school • provide details of anyone they've been in close contact with tested positive for coronavirus or if asked by NHS Test and Trace • self-isolate if they've had close contact with someone who develops coronavirus symptoms or someone who tests positive for coronavirus • Anyone who displays symptoms of coronavirus must get testes and inform school of results immediately <p>Book tests online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet.</p>			<p>All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</p> <p>Schools to be provided with number of home testing kits by the autumn term for anyone showing symptoms</p> <p>Advice will be provided alongside these kits</p> <p>If positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste.</p> <p> Outbreak Guidance for Wirral July 15.7.20</p>
8. Manage confirmed cases of coronavirus	<ul style="list-style-type: none"> • Any positive tests for COVID-19 contact the local health protection team. This team will also contact schools 			<p>School to keep a record of pupils and staff in each group, and any close contact that takes</p>

<p>(COVID-19) amongst the school community</p>	<p>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</p> <ul style="list-style-type: none"> • Follow advise given • Send home anyone who has been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means: <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 <p>Follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</p> <p>Do 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>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>			<p>places between children and staff in different groups Keep proportionate; no need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>Look out for template letter on advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Flow Chart for symptoms</p> <div style="text-align: center;">  <p>Symptoms-and-testin g-flow-chart-v2 PACE</p> </div>
<p>9. Contain any outbreak by following local health protection team advice</p>	<p>Work with their local health protection team who will be able to advise if additional action is required in event of two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected.</p>			

Government Guidance/Task	Action	Done	Outcome	Notes
2. School Operations				
Drop off / Pick up Arrangements	<ul style="list-style-type: none"> There will be staggered start and finish times for the school day, which must be strictly adhered to  <p>Parent at a Glance Bubbles 16.7.20.pdf</p> <ul style="list-style-type: none"> Parents/carers asked to arrive on time to help reduce the number of people on the school site at any one time Only one adult to accompany and collect from school using allocated entrances. Social distancing (2m) outside the school gates will still apply. Parents/Carers will not be able to congregate at the school gates Parents/Carers will not be permitted to come on to the school site, unless by appointment. Children brought to their entry point at the agreed time where a member of staff will be available to escort the children to class. <p>Families with Siblings</p> <ul style="list-style-type: none"> For families with siblings, all children brought in at the start of the earliest child All teachers will need to be available from 8.45. The child's class teacher will collect from the playground. A record will be made of all families to whom this applies Classes will line up at specific 			<p>We ask that only one parent to accompany child to school</p> <p>Inform parents/carers and children of allocated drop off and collection times; remind not to gather at gates or enter site (unless has prearranged appointment)</p>
Transition Children return to school Tuesday 1st September 2020	<p>WK1 (1st Sept)</p> <ul style="list-style-type: none"> Tuesday & Wednesday – children will be with their teachers of 2019/20 Thursday & Friday – children will move to their new class rooms with their teachers for 2020/21 <p>WK2 (7th Sept)</p> <ul style="list-style-type: none"> Children will continue school with their new classes and teachers for 2020/21 			
Transport & travel to school	<ul style="list-style-type: none"> Encourage walking & cycling to school where possible to avoid congestion 			

	<ul style="list-style-type: none"> Reminders to parents/carers about considerate and safe parking & driving taking neighbours into consideration Y6 – discourage from walking home during autumn term 1; children can be collected by grandparents; review for AT2 			
School & Residential Visits	<ul style="list-style-type: none"> Cancel autumn term residential visits in line with guidance; review regularly and resume when safe No school visits planned for Autumn 1 term Review for Autumn Term 2 and plan visits if safe to do so; follow current risk assessments 			
Attendance - pupils Mandatory from September so usual rules for attendance apply and all staff support as appropriate	<ul style="list-style-type: none"> Survey to audit return to school in Sept <ul style="list-style-type: none"> Contact (phone calls?) those anxious or reluctant to return including disadvantaged; those at risk of disengagement; persistent absentees prior to the pandemic; those who have not engaged with school regularly during the lockdown Devise develop plans for re-engaging (SENDCo) Identify any pupils shielding/self-isolating as advised by GP Include in letter to families (w/c 13th July) measures taken to reduce risk of infection in school & to reassure; consider BAME families & those with diabetes Follow Wallasey/Wirral attendance protocols 	14/7/20		<p>Pupil absence will not be penalised if due to clinical or public health advice – provide remote access to learning</p> <p>DfE Guidance July 2020 - Attendance expectations: circumstances have changed since March; vital all children return to school to minimise as far as possible the longer-term impact of the pandemic on children’s education, wellbeing and wider Development; chn with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term and so usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> parents’ duty to secure that their child attends regularly at school where the child is a registered pupil at school, and they are of compulsory school age; schools’ responsibilities to record attendance and follow up absence the availability to issue sanctions, including fixed

Attendance – School Workforce	<ul style="list-style-type: none"> Shielding relaxed as of 1st August; individual RAs for staff most at risk, taking additional safety measures to accommodate where possible; consider remote working where possible or in areas in school where social distancing can best be maintained Staff living with clinically extremely vulnerable individuals can attend work Continue to have student trainees – LJM & Hope Flexible use & deployment of staff where needed; discuss and agree any changes to staff roles with individuals; can use TAs to cover classes under teacher supervision if needed; Volunteers can support in school – 2m distance maintained Supply, temporary and peripatetic staff can move between schools but minimise numbers and ensure they comply with school’s arrangements <p>Consider MHWB of staff</p> <ul style="list-style-type: none"> Access to relevant support – make aware of additional DfE online support Use last day of term for staff to complete room preparations for Sept; KS1 class floorings to be redone w/c/20th July – inform staff and provide support with emptying rooms 		Clarified queries around use of supply cover and external agencies like peripatetic staff	<p>The DfE - additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>Guidance for full opening: schools - GOV.UK</p> <p>Staff deployment: 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.</p>
School Uniform	<ul style="list-style-type: none"> Children will wear full uniform; no need to clean any more often than usual Uniform list to be re-issued to parents/carers/posted on school website School will be mindful of any non-compliance regarding school uniforms due to financial impact of COVID-19 on families On their day for PE lessons, children will wear a tracksuit and trainers only so they do not have to change into PE kits. 			Full school uniform list will be published on school website & shared with families
Professional work wear	<ul style="list-style-type: none"> Work wear was relaxed at peak of virus to accommodate additional washing of clothes. As there is no need to clean any more often than usual, staff can revert back to professional wear for work 			

<p>Class Bubbles</p>	<ul style="list-style-type: none"> • Children grouped in year groups and they will remain within their own bubble for the duration of the day, including break times and lunchtimes. There will be no mixing with other year groups • Each class is provided with their own box of PE equipment • Each class will access and remain in designated play areas on a rota system. Breaks, including lunchtimes are timetabled for each class in designated area on playgrounds. These will all be structured and supervised • Children will sanitise hands on entry to their classroom • Only take temperatures of children who do not feel well • Children will sit in the same place every day • Tables facing forward • Teacher area sectioned off to manage 2m distance; pathways between tables will allow teachers to move around classrooms when needed (wear visors if needed) • Hang coats on backs of chairs (review in Autumn Term 2) • Children will need their own water bottle on their table • Complete registers on Scholarpack as soon as children are in and note lunch preferences; an adult must return the register to the office • Records will be kept of children working out on interventions • Do not send children out of classroom on messages, including to the office or SLT • Pupils to access toilets prior to break times; children who need additional visits for medical reasons will be supported • No movement around the classroom unless social distancing is observed • Give children their own set of equipment in a labelled wallet • Children must avoid sharing equipment where possible. • Regularly clean all equipment that is shared eg PE equipment, laptops, Ipads etc • Assemblies – class worship; phases held virtually • All surfaces to be wiped and cleaned regularly 	<p>Parent bubbles ‘at a glance’</p>  <p>Parent at a Glance Bubbles 16.7.20.pdf</p> <p>Full Bubbles Plan</p>  <p>17.07.20 Class Bubble Timetable FIN</p>	<p>DfE Guidance July 2020 - How to group children:</p> <p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> • ensure that children and young people are in the same class groups at all times each day, and different groups are not mixed during the day, or on subsequent days • ensure that the same teacher(s) and other staff are assigned to each class and, as far as possible, these stay the same during the day and on subsequent days. • ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough • cleaning of the rooms at the end of the day.
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	<ul style="list-style-type: none"> • Staff can have drinks in enclosed cups in classrooms <p>Lunches Pupils will be offered a choice of hot/cold lunches provided by school, or packed lunch provided from home.</p> <p>Autumn Term 1: F2 & KS1 pupils will access lunch in the hall on a rota basis so no more than two class bubbles, socially distanced at a time in the hall. Children will sit 4 to a bench and no child will sit face to face. Each year group will have a separate time allocated and a designated seating area for eating their lunch in the hall. KS2 children will have lunch in classrooms. Classes will be cleaned before & after lunch using cleaning materials provided for each classroom. School dinners will be plated and brought to the children. Each class will have a 30-minute break outside daily, weather permitting.</p>			
<p>Wrap Around Care: Breakfast & OOSC Provision</p> <p>This is our intention and plans will be reviewed and confirmed over the summer break and parents/carers informed accordingly</p>	<ul style="list-style-type: none"> • We will reopen provision for Breakfast and OOSC in September week commencing 7/9/20 and build this up over time • Where possible, we will keep children in their class groups when in care in order to track in the event of an outbreak however, where not practical, mixing into the wider key stage bubble will be allowed during wraparound care • Each group will be looked after in their own spaces in the hall with designated staff member; spaces will be thoroughly cleaned after each session. 			<p><u>DfE guidance Update July 2020 - Extra-curricular provision</u></p> <ul style="list-style-type: none"> • Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will 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. • We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support

				across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups
Extra-curricular provision	<ul style="list-style-type: none"> Plans for resuming other after school clubs e.g. yoga, tennis, will be discussed on return to school in the Autumn term once OOSC has settled and possible locations for these to be held are identified. Clubs from outside providers will be kept on hold initially Any clubs will begin with outdoor activities 			Tennis, yoga, football Consider any potential for 'well-being' clubs delivered by staff eg craft, art, ELSA etc
Government Guidance/Task	Action	Done	Outcome	Notes
Section 3. Curriculum, behaviour and pastoral support				
Curriculum for September (MHWB for Staff) Put in place measures to check on and assess staff wellbeing (including for leaders).	<ul style="list-style-type: none"> Explain to staff the proposed measures being put in place and involve all staff in that process for returning to school in September. Staff invited to give feedback & share ideas that support this plan. Set up weekly meets (in phases or as a whole – virtual or social distanced) as we move into each phase of the return to school Ensure staff aware of existing support systems such as Health Assured leaflets accessed in office; OH referrals; Stress Tool; MHWB web links; Ensure staff can access DfE and other online support available Complete or update the schools stress work assessment and organise for staff to discuss personal concerns with SLT/line manager. 			Monitor well-being for all staff throughout Line managers do weekly check at phase meetings Explore DfE additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.

	<ul style="list-style-type: none"> • Support for staff particularly anxious about returning to school • One to one meetings with staff to discuss any personal concerns, fears, anxieties and ways to support <p>Access to support through 1:1 talks with SLT about personal concerns/fears/anxieties and ways to support. Remind staff about existing support systems: OH referral; stress tool; MHWB web links; timely communication of updates.</p> <p>Inform & discuss with staff all relevant plans and arrangements for R2Sch (RAs, Protective Measures, Timetables, Bubbles); staff invited to give feedback & share ideas that support this plan. Set up weekly meets (in phases or as a whole – virtual or social distanced) as we move into full return</p> <p>Discuss any support/training needed</p>			
Expectations of Staff	<p>Staff will be asked to adhere to the following basic principles as much as they can:</p> <ul style="list-style-type: none"> • Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your line manager), and book a coronavirus test as soon as possible. • Inform the school of your test results as soon as possible. • Clean your hands more often than usual with running water and soap and dry them thoroughly, or use alcohol-based hand sanitiser, ensuring that all parts of the hands are covered. • Use the ‘catch it, bin it, kill it’ approach. • Avoid touching your mouth, nose and eyes. • Clean frequently touched surfaces often using standard products provided by school. Please do not remove cleaning products provided in classrooms and other communal areas. Ask Site Manager or SLT member for replacements if needed • Think about ways to modify your teaching approach to keep a distance from pupils in your class as much as possible, 			<p>We understand that following some of the above principles will be extremely challenging, so staff will not face any stringent action if they are unable to follow them. If a staff member is unable to follow these principles, they should speak to their line manager. Staff are asked to be thoughtful and kind to each other</p>

	<p>particularly close face-to-face support (noting that it is understood that this is not possible at all times)</p> <ul style="list-style-type: none"> • Stay at the front of the classroom as much as possible, avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary – wear face visors for close up work if needed • Help your class to follow the rules on hand cleaning, not touching their faces, ‘catch it, bin it, kill it’, etc. This includes updating your classroom displays with posters. • Limit your contact with other staff members, and do not congregate in shared spaces like the corridors, staffrooms, especially if they are small rooms. • Make sure you have read the school’s updated Behaviour for Learning & Home-School Agreements Policies and know what role in it you are being asked to take. 			
<p>Curriculum for September (MHWB for pupils)</p> <p>Plan likely mental health, pastoral or wider wellbeing support for children returning to school etc</p>	<ul style="list-style-type: none"> • Initial response in welcoming back children will focus on assessing pupil physical and mental well-being, and putting systems in place to address and equip pupils to respond to issues linked to COVID-19. Our whole school approach will support children to reconnect with school and their sense of belonging; rebuild friendships, relationships and positive behaviours and our Catholic ethos and values <p>Class teachers will</p> <ul style="list-style-type: none"> • give pupils regular opportunities to discuss how they are feeling, and deliver activities that help to build pupils’ resilience and offer strategies to use during difficult moments • build regular resets into the daily routine, so pupils can proactively calm themselves • incorporate calming activities into lessons, explaining how they can help • work with individual pupils about what works best for them and adapt as appropriate 			<p>Useful listening: DfE, PHE & NHS England hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see DfE - Supporting pupil and student mental wellbeing for further details. 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.</p>

<p>Curriculum for September Autumn Term 1</p> <p>The initial planning phase for teaching and learning will include opportunities for mental health and wellbeing activities on a daily basis. We will look at rebuilding confidence and learning behaviours and strengthening knowledge and skills. Formative assessments will run alongside this to inform planning.</p> <p>Staff will feedback as far as possible during learning times and any marking will be completed on the school premises; as far as possible, no books should be taken home</p>	<p>Restarting learning</p> <p>Although there will need to be some changes to reflect the teaching time that was lost during the lockdown, we will still be doing our best to provide an ambitious, broad curriculum. Our aim for all pupils is to re-establish good progress in the essential areas of phonics and reading, increasing vocabulary, writing and mathematics. Pupils will have had different learning experiences during the partial closure – this means they will be in different places academically and teachers will need to build on where each pupil is in terms of their knowledge and skills. We will address learning gaps by teaching some aspects of the curriculum from the previous year alongside the current year objectives. Teachers and support staff will be responsible for establishing the current level of learning for all pupils including those with SEND. We will not use formal assessment to establish the current learning levels of pupils with SEND, as this could add to pupils’ anxieties around re-entering formal education. The SENCO will work with class teachers and support staff to develop the most appropriate methods of establishing pupils with SEND’s current learning level. For many pupils with SEND, they will need to revisit and re-engage with a lot of their previous learning and skills; therefore, class teachers will plan this work specifically for pupils that require it.</p> <p>WK1 (1st Sept) – Transition</p> <ul style="list-style-type: none"> • 2 days with current class teacher, 2 days with new class teacher; transition activities & opportunity for some early formative assessments re MHWB <p>WK2 – (7th Sept) – begin with core subjects RECAP on maths /reading/writing;</p> <ul style="list-style-type: none"> ○ Maths – Power Maths, Build a Sequence/Tara; NCETM (ref doc emailed); start with PV; as progress, begin with current year objectives, use previous year’s objs as pre-teach; additional sessions for developing counting skills, TT Rock 			<p>Review and plan T&L for Autumn 2 based on assessments outcomes</p> <ul style="list-style-type: none"> • Constant formative assessment of pupils’ starting points to identify and address gaps in knowledge & skills. Use effectively to inform curriculum planning. Use systems like quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils’ work. • Avoid use of unnecessary tracking systems. • Use of knowledge Organises to reinforce and assess key knowledge & skills in subject areas • Two topics, instead of three, will be taught over the year. • From outset, carry on with curriculum for: RE; RSE / PSHE; Science; Music; PE; Art • EYFS nursery – focus on prime areas of learning, including communication and language, personal, social and emotional development (PSED) and physical development. • Reception - assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. • KS1 & 2 – phonics, wider reading, increased vocabulary, writing and maths
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	<p>Stars, fluency – can use as pre-teach if this meets requirements for identified gaps.</p> <ul style="list-style-type: none"> ○ Writing – Classroom Secrets Ready to Write using previous year groups’ focus on GAPS; for spellings, use previous year’s list to consolidate before progressing to current year list; follow current year group comprehension plans but scaffolding as required. Do some poetry alongside these. ○ Reading – will take priority across curriculum; continue with daily reading for pleasure activities including quiet reading & reading to children with children. ○ Phonics – interventions will run daily alongside regular learning following gaps analysis & assessments <p>WK3 – (14th Sept) – build on</p> <ul style="list-style-type: none"> ○ Maths - cont with maths as above in ○ Writing - as above but with Classrooms Secret, follow current year group teachings <p>WK4 – WK 8 (21st Sept to half term)</p> <ul style="list-style-type: none"> ○ Maths – cont as above ○ Writing – Pathways to Writing by Literacy Company scheme-‘Black Lives Matter’ 			
<p>Behaviour Expectations</p> <p>Excellent behaviour expected as norm, however time will be needed to remind pupils of our routines and regulations when they return after long period spent in lockdown.</p>	<p>Expectations of Pupils Behaviour for Learning (BFL) and Home-School Agreement policies amended to reflect what we will expect of pupils when they return to school:</p> <ul style="list-style-type: none"> • Amend to account for new social distancing rules and other expectations of pupils and build new expectations into their rewards system. Include new provisions in annex of BFL Policy; • Detail how these rules and expectations will be enforced, bearing in mind that some pupils will not understand the need for social distancing and may find the rules difficult to adhere to 			<p>Further details are available at Behaviour and discipline in schools.</p> <p>Work with pupils who may struggle to reengage in school and are at risk of being persistently absent.</p> <p>Vulnerable groups such as children with a social worker 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</p>

	<ul style="list-style-type: none"> • Discuss with staff to ensure clarity and consistency. • Share with governors, pupils and parents ahead of return to school • Work with any pupils who struggle to re-engage in school and are at risk of being persistently disruptive by providing support for overcoming barriers to behaviour • Spend time talking to pupils on first day back in September about the impact that lockdown may have had on their wellbeing and strategies for coping with this. Discuss new rules & routines and impact on everyone's safety if they do not follow them • Take into consideration behaviours due to them being exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. See 'Pastoral' section above for targeted support. 			<p>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. The disciplinary powers that schools currently have, including exclusion, remain in place. Use permanent exclusion only as a last resort. Inform social worker where a child is at risk of exclusion & involve in relevant conversations.</p>
Government Guidance/Task	Action	Done	Outcome	Notes
Section 4: Assessment and accountability				
Routine inspections of schools	<ul style="list-style-type: none"> • Constant formative assessment of pupils' starting points to identify and address gaps in knowledge & skills. Use effectively to inform curriculum planning. Use systems like quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work. • Teachers will take the opportunity to address identified learning gaps by teaching some aspects of the curriculum from the previous year alongside the current year objectives. • A reduction in some areas of the curriculum will happen to facilitate more dedicated time to reading, phonics, maths and writing 			<p>Ofsted inspections suspended for Autumn term; statutory tests will continue in:</p> <ul style="list-style-type: none"> • the phonics screening check • key stage 1 tests and teacher assessment • the year 4 multiplication tables check • key stage 2 tests and teacher assessment • statutory trialling <p>2019 data outcomes will be used as starting points for those working with school</p> <p>Performance tables - suspended for the 2019/20; no school/college judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools will refer to the 2019 data. The DfE will continue to use 2019 data as a starting point for any conversation</p>

				about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability .
Government Guidance/Task	Action	Done	Outcome	Notes
Section 5: Contingency planning for outbreaks				
<p>Procedures for local lockdown</p> <p>In the event of local lockdown, we may be required to close to all but vulnerable children and children of critical workers</p>	<p>In preparation for a potential local lockdown, our Local Lockdown Contingency Plan will include these measures:</p> <p>Eligibility to access to provision</p> <ul style="list-style-type: none"> work with the LA to identify pupils in priority groups (vulnerable & critical worker groups) and ensure we have the capacity to stay open for them. Inform parents of any changes to their children’s attendance immediately If we are unable to open for pupils in priority groups for any reason, we will work with the LA to agree the most appropriate solution. <p>Remote education</p> <ul style="list-style-type: none"> For individuals who continue to shield after 1st August, remote education plans will ensure pupils have access to the same weekly content and learning activities as in-school learning would provide Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, Ss. PP will offer immediate remote education using the above provision. 			<p>The DfE has produced a quality assured list of remote education resources, which are available here.</p> <p>Attendance</p> <p>During the period of local lockdown, we expect vulnerable children, those with a social worker, or those who are deemed otherwise vulnerable to attend school, unless they are shielding or clinically vulnerable. For those with an EHC plan, attendance expectations will be determined following the completion of a risk assessment. If their needs can be as safely or more safely met in school, we will expect them to attend.</p> <p>If a parent does not want to bring a vulnerable child to school, we will discuss with the parent and the child’s social worker, if applicable, the reasons for their concerns and take steps in line with the government’s guidance on vulnerable children.</p>

	<ul style="list-style-type: none"> • We will use the school's website platform and Google Classrooms to access learning activities. • In the event of a class or school closure, regular video or live lessons will be offered to support learning • Children will upload their completed work onto Google Classroom. • Class teachers will mark work and respond to pupils via Google classroom • We will provide printed resources, such as textbooks and workbooks for pupils who do not have suitable online access • Expectations of pupils will depend on their age, stage of development, and any SEND. <p>Personnel considerations During the period of lockdown, we will ensure the wellbeing of staff is considered and we will discuss with them the impact of local lockdown measures.</p> <ul style="list-style-type: none"> • We will assess staffing capacity required and discuss our needs and decisions with the LA • We will work with staff who are clinically vulnerable, or extremely clinically vulnerable, to determine whether it would be safer for them to work from home or at school. If they are comfortable with being in school, we will ensure stringent protective measures are implemented and followed. We are aware that shielding measures may be reinforced, and will support staff to work from home where this is the case. • Staff will be informed of all relevant plans, including infection control measures, timetable changes or changes to their role and expectations of them, and will be given the opportunity to address any specific concerns. • Staff meetings and training days will take place before the school opens, to take staff through all of the arrangements. Staff will be engaged regularly to get their feedback on the arrangements that are in place 			<p>Critical workers are not required to take up a school place during this time, but places will be available if they need them. We will discuss with parents who are critical workers the provision that is needed for their children. Attendance during the local lockdown will be recorded in line with government guidance.</p> <p>No one displaying symptoms of coronavirus will be allowed to enter the school site. Pupils with SEND</p> <p>Communication Our plans to open and all associated procedures will be communicated to all relevant stakeholders, including pupils, parents, staff, visitors, suppliers and contractors. Parents will be expected to share this information with their children. Parents will be informed of:</p> <ul style="list-style-type: none"> • The protective steps the school is taking to ensure pupils are safe. • New timetable arrangements, including start and finish times. • The processes for drop-off and collection. • The educational resources that can be accessed from home, if their child is following public health/medical advice and will not be returning to school immediately. • Recommendations in terms of transport to and from the school. • Safety measures that will be implemented, e.g. social distancing. • Expectations of pupils in terms of behaviour and attendance.
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<p>Follow the links below to access Government Guidance documents used to inform this Action Plan, the school’s Risk Assessment and Protective measures being taken.</p> <p>Guidance for full opening: schools; Published 2 July 2020 https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction</p> <p>Annex A: Health and safety risk assessment https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A</p> <p><u>Staying alert and safe (social distancing)</u> The most important thing we can do is to stay alert, control the virus, and in doing so, save lives. Updated: 17 July 2020</p> <p>3. Returning to school The government is committed to doing everything possible to allow all children to go back to school safely, to support their wellbeing and education and help working parents. The government’s plan is for all students to return to school in September and further guidance has been published. Wrap-around care for school age children and formal childcare can restart over the summer. You can find out more about the government’s approach to education and how schools are preparing. Meeting people from outside your household How you can see people that you do not live with while protecting yourself and others from coronavirus (COVID-19). Updated: 17 July 2020</p>				