



# The Federation of St Joseph's and St Thomas More Roman Catholic Voluntary Aided Primary Schools

## Reopening Plan



This plan, which is part of a wider reopening plan and risk assessment, serves to support pupils, staff and visitors through the reopening of the school after a period of partial closure due to Covid19 and has been informed by the following government guidance:

[Guidance for full opening: schools](#)

[Supporting children and young people with SEND as schools and colleges prepare for wider opening](#)

[Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#)

[Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#)

[Coronavirus \(COVID-19\): guidance on isolation for residential educational settings](#)

[Extranet cleaning schedules](#)

[NHS Test and Trace](#)

[Coronavirus symptoms](#)

[Pregnancy and coronavirus.](#)

[Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19](#)

PE Guidance-[guidance on the phased return of sport and recreation](#) and guidance from [Sport England](#) for grassroot sport [Association for Physical Education](#) and the [Youth Sport Trust](#)

[Remote education support.](#)

[Stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)

[CLEAPPS Guidance for subject areas](#)

[Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#)

[HSE guidance on working safely.](#)

[Coronavirus \(COVID-19\): safer travel guidance for passengers](#)

[Staying alert and safe \(social distancing\)](#)

[Extra mental health support for pupils and teachers](#)

The public health advice applied in this plan makes up a PHE-endorsed 'system of controls', building on the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) outbreak. These measures create an inherently safe environment for children and staff where the risk of infection is substantially reduced.

The plan is subject to change as a consequence of renewed advice from Public Health England, (PHE), UK Government and Department for Education and any other relevant body.

The plan has been agreed by the Governing Body of the Federation of St Joseph's and St Thomas More Roman Catholic Voluntary Aided Primary Schools and is informed by the work of Education Endowment Foundation, Mary Myatt and Tom Sherrington. Its impact will be reviewed weekly by the school senior leadership team, or sooner if necessary. Thank you for your continued support.

## Section 1: Systems of Control

Area of Consideration	Action Taken to Consolidate Well-Being and Learning	Further considerations
Health and Safety: Prevention of spread of Covid19	Reduce risk of spread of infection (See also Appendix A- Risk Assessment and Management Principles)	Any individual with symptoms, or individuals who have tested positive in the last 7 days, must not enter school grounds. Any individual with symptoms must self-isolate for 10 days. If a member of a household has symptoms all members of the household will be required to self-isolate for 10 days. Parents should inform the school as soon as they are able to. Advice about Covid19 symptoms can be found at: <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/">https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/</a> Staff may request a Covid test at: . <a href="#">Apply for a coronavirus test if you're an essential worker</a> . Staff with Covid19 or living with someone with Covid19 should isolate as directed by medical advice and an isolation note should be sent to school: <a href="https://111.nhs.uk/isolation-note/">https://111.nhs.uk/isolation-note/</a>
		Any individual who is clinically extremely vulnerable must not attend school unless Government guidance allows.
		Staff and all adults working in school have access to LFD tests to be self-administered twice per week. Positive tests results will require staff to self-isolate and book a test.
		Staff will complete the SAAD risk assessment to identify whether they are at increased risk. Pregnant staff must inform the head teacher at the earliest opportunity. Any concerns raised will be discussed with the Head Teacher and appropriate plans developed, (eg alternative tasks.)
		If any pupil or adult in 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, they will be sent home immediately. They must follow the 'stay at home' guidance ( <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a> ), meaning they must self-isolate for at least 10 days and should arrange to have a test. They can return to school if test is negative and they feel well enough to do so.
		When contacted by school if their child is displaying symptoms, a parent must arrange for their child to be collected immediately and directed to request Covid19 test <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a> . Whilst awaiting collection, the child will be moved to the designated room, and be seated near the open windows when possible. <b>At SJs this is the room at the back of the staffroom. At STM it is the room off the staffroom.</b> The child will be supervised by an appropriate adult, who will ensure they remain at least 2m

		<p>away from the child. The child will be offered reassurance. If a toilet visit is needed, the designated toilet should be used.</p> <p><b>At SJ's this is the toilet by the office and at STM it is the disabled toilet.</b></p> <p>The supervising adult must wear PPE (face mask, disposable gloves, disposable apron)  Once the child has been collected, any facilities/areas which have been used will be fully cleaned with disinfectant before being used by anyone else. If this cannot be done immediately, a sign will be placed on the door to advise others not to enter.  Children and staff in the same bubble as the individual displaying symptoms should wash their hands immediately; they should not return to the classroom until the room has been cleaned.</p> <p>Adults and pupils who have been in close contact with the symptomatic child do not need to go home to self-isolate <b>unless</b> they develop symptoms themselves, or if the symptomatic person subsequently tests positive, or if they have been requested to do so by Test and Trace. All those who have been in contact must immediately follow the good hand hygiene procedures.</p> <p>Pupils and staff will wash/sanitize their hands:</p> <ul style="list-style-type: none"> <li>• On arrival to school</li> <li>• When returning to the classroom from playtime, lunchtime and any other occasion when they may have left the classroom and are returning</li> <li>• Before eating (fruit snacks/lunchtime)</li> <li>• After eating</li> <li>• After using the toilet</li> </ul> <p>Any other time it is appropriate (eg after coughing/sneezing)</p> <p>All staff and visitors <b>must</b> wear face coverings around school and outdoor areas when they are not working in their bubble or when they are taking refreshments, (when they should maintain 2m distance from other staff.)</p> <p>Pupils will be supported by staff in developing robust and effective handwashing routines, including educating the children of the importance of good hand hygiene, discouraging the children from touching their faces, making this fun (rhymes etc)</p> <p>Windows and doors should be open to allow for good ventilation of rooms.</p> <p>Any visitors to the school will be instructed to use hand sanitizer and to wear a mask on entry to school.</p> <p>Children will be grouped into "bubbles" and the movement between bubbles of children and staff will be kept to a minimum. Playtimes and lunchtimes will be staggered for each bubble. Wherever possible, resources will only be used within each bubble.</p> <p>Staff are advised not to wear jewellery</p>
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	DfE Covid19 Help line 08000468687		
Allocated toilets	<p>Toilet areas are allocated to each teaching room as follows:</p> <p>EYFS KS1 classrooms KS2 classes Staff Visitors (Sanitising spray available) <b>Individuals displaying COVID symptoms:</b></p>	<p><u>St Thomas More</u> KS1 toilets-set A KS1 toilets-set B KS2 toilets-set C and set D Ladies and Mens/disabled toilet</p> <p>Toilets at entrance <b>Disabled toilet</b></p>	<p><u>St Joseph's</u> KS1 toilets-set A KS1 toilets-set B KS2 toilets Ladies' and Men's/disabled toilet</p> <p>Toilets at entrance <b>Adjacent to school office</b></p>
Grouping of pupils and staff for "bubbles"	When it is essential to move, children must be escorted around school by an adult from their bubble. Children should not be given tasks to move around school, eg to deliver registers or collect photocopying.		
	Whilst classes will be taught by their class teacher for the majority of the school week, other staff will at times may be working with the children. Some staff will therefore be working across different class bubbles/smaller groups. In these instances the adults must endeavour to maintain a 2m distance, however it is recognised and accepted that this may be difficult, particularly with younger children. This applies to peripatetic teachers/other temporary staff too. (See music teacher and sports coaches risk assessments.)		
	Whenever possible, adults should limit time spent within 1m of others to a maximum of 1 minute, avoiding close face to face contact. If giving feedback to a pupil about their work this should be done over the shoulder of a pupil, rather than face-to-face. Written feedback should be limited to reduce handling of multiple books. Whole discussion about misconceptions will be a regular feature of lessons.		
	Children should not be directed to work in close proximity to other children when completing group tasks.		
	Children should record individually using individually allocated resources.		
	When the needs of pupils require closer contact (eg administering first aid, intimate care needs etc) a facemask and gloves should be worn.		
	Children will be encouraged to remain a safe distance away from adults. Children will also be encouraged not to have physical contact with one another, although it is recognised that younger children will find this more difficult		

	<p>Adults in school should try and maintain a distance of 2m from other adults at all times. It is the responsibility of every staff member to adhere to this as far as is possible, to maintain their own safety and that of colleagues.</p>
	<p>Furniture in classrooms will be arranged, as far as is possible, to allow children to be seated side by side, facing the teacher, rather than facing one another at close proximity. Children will be allocated a seat in the classroom and, as far as possible, will remain in this seat. If children need to move tables during the day, the table/chair will be cleaned in between.</p>
	<p>Windows are to be kept open to allow for ventilation</p>
	<p>Resources such as soft toys and furnishings will remain out of use.</p>
	<p>There will be no gatherings of two or more bubbles, (eg assemblies, hymn practice, collective worship). Collective worship will take place within class bubbles. Liturgies will be accessed online via Teams when possible.</p>
	<p>When the needs of the child dictate that small group work with children from other bubbles is essential, staff will ensure that a distance of 2m is maintained between the different bubbles. Children will use their individual resources and staff movement will be minimal. Groups should be held in a space away from the classroom and tables and chairs should be cleaned after use.</p>
	<p>Playtimes and lunchtimes will be timetabled to avoid congestion in corridors and cloakroom areas. Class bubbles will have designated play areas and play equipment.</p>
	<p>KS1 will eat their meals in the hall, at designated tables with staggered start times. KS2 children will eat in their classroom.</p>
	<p>Class bubbles will be directed to use the toilet facilities at appropriate times. For ad hoc visits where pupils from different class bubbles may be present, children should ensure that they use the facilities one at a time.</p>
	<p>Warm air hand driers will remain disabled to prevent particles from being blown around; paper towels will be provided in the toilet areas.  <a href="#">PLEASE INFORM CARETAKER IF YOU REQUIRE ADDITIONAL CLEANING RESOURCES.</a></p>
	<p>Movement around school must be on the left hand side of corridors.</p>
	<p>Social distancing must be applied in the staffroom area. Every staff member is responsible for cleaning their cutlery and crockery. Disinfectant spray/wipes will be readily available so that the handle of the fridge, toaster, taps etc can be cleaned prior to use.</p>
	<p>Areas which are used for teaching groups should not be used by groups of staff.</p>
	<p>Staff meetings will take place, using a room which allows for social distancing between all adults or online, via Teams.</p>

	<p>Pupil arrival times will be the same for all bubbles but strict social distancing and one way systems will be implemented.</p> <p>The one – way system will remain in place on the school site, and only one adult per family should enter the school premises when dropping off children. It is important that carers do not loiter outside of school or gather on the school premises.</p>
	<p>Classes will be welcomed by a member of staff from their bubble at the door.</p>
	<p>Pupil departure times will be the same for all pupils. Children will assemble at their designated area and should be collected by one adult, strictly following social distance and one-way systems.</p>
	<p>Parents and carers are asked to communicate via email or telephone; admittance to school will not be permitted without a prior appointment.</p>
	<p>Where money, documents etc are received into the office, staff are required to use disposable gloves or wash their hands immediately after handling.</p>
	<p>Professional colleagues (eg Youth Ministry, educational psychologist, social worker) will be allowed on site; an advice briefing will be given to all visitors, providing guidance on the physical distancing and hygiene measures which are in place and must be adhered to. Essential contractors will also be admitted; where this can be arranged it will be before or after the normal school day.</p> <p><b>All visitors will be required to record their contact details when they sign in and to wear face coverings as they travel around school. Visitors working with children should remain 2 metres away from pupils or school staff whenever possible.</b></p>
	<p>Stationery- whenever possible child uses their own allocated stationery stored in named A4 plastic wallets which are to be wiped daily. When this is not possible, (most notably with EYFS pupils,) limited stationery resources to be made available. Groups of children accessing a set of stationery should be kept to a minimum; the same group should use allocated stationery to reduce use by multiple children. Resources should be cleaned before being used by another child/small group of children. Stationery/pencil cases must not be brought into school from home. Staff should not share stationery.</p>
	<p>Toys and equipment- Limited toys/equipment should be made available. Toys/equipment should be allocated to a small group and before they are used by another group they should be cleaned.</p>
	<p>There will be limited access to sand, water or malleable materials areas.</p>
	<p>IT equipment must be cleaned after each child has used it.</p>
	<p>Books and games in the classroom should be cleaned regularly wherever possible, or laid aside untouched for at least 72 hours. Reading will also be developed on screen until further assurances are given about the contamination risk</p>

	<p>Reading books and homework resources will be sent home. When they are returned they will be laid aside for at least 72 hours before they are handled. Online homework will be set whenever appropriate.</p> <p>Resources that are shared between class bubbles, (eg. sport, science, art equipment,) should be cleaned after each use</p> <p>Each bubble will use designated play equipment during breaks and this should be cleaned regularly.</p> <p>The sliding windows between the school office and the public areas will be kept closed, and opened only in the need to communicate.</p> <p>All children must bring a hat and wear suncream on sunny days as there will be an increase in outdoor activities. Pupils should wear multiple layers during colder weather as windows and doors will remain open in the classroom to improve ventilation.</p>
Supporting pupils with additional needs-close proximity support	<p>Where the needs of a pupil require close supervision (less than 1m distance, for more than 1 minute or within 2m for 15 minutes,) the supporting adult will wear a face mask and apron. Wherever possible support will be given at a distance of greater than 2m. This will be reviewed on an individual basis, when further reasonable adjustments could be considered if appropriate.</p>
Essential hygiene measures to continue (See also Appendix A- Risk Assessment )	<p>Wash your hands with soap and water often – use hand sanitiser gel if soap and water are not available <a href="#">PLEASE INFORM CARETAKER IF YOU REQUIRE ADDITIONAL HYGEINE RESOURCES.</a></p> <p>Cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze <a href="#">PLEASE INFORM CARETAKER IF YOU REQUIRE ADDITIONAL TISSUES.</a></p> <p>Children will be taught about good respiratory hygiene, in an age-appropriate way (Catch it, Bin it, Kill it)</p> <p>Do not touch your eyes, nose or mouth if your hands are not clean</p> <p>Put used tissues in a lidded bin immediately</p> <p>Additional cleaning will be carried out across the day throughout the school, Caretaker to be on site at points during the day to clean door handles, switches, surfaces, toilets, finger plates, photocopiers etc. Cleaning resources are readily available in every room. Shared resources must be cleaned after use. <b>ALL CLEANING PRODUCTS MUST BE KEPT OUT OF CHILDREN’S REACH.</b> <a href="#">PLEASE INFORM CARETAKER IF YOU REQUIRE ADDITIONAL CLEANING RESOURCES.</a></p> <p>Laptops and ipads must be cleaned after each use.</p>

First Aid	First aid will be administered in the area outside the school office. First aiders must wear gloves, aprons and masks which should then be double-bagged to be disposed of. See updated first aid advice at <a href="https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/">https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/</a>
Shared areas	Whenever possible, “bubbles” should remain in designated areas and should not share other areas with other “bubbles.” Where the sharing of areas is unavoidable the area and its resources should be cleaned between use.
	Doors are to be wedged open to avoid touching handles etc except when to do so would increase the risk of the spread of fire or abduction etc
Breakfast and After-School Clubs	Children attending breakfast club will be supervised in their own “bubble” in an allocated space in the hall by a member of staff. Breakfast will be brought to them and crockery collected by a member of the breakfast club staff. There are no after-school clubs. This will be reviewed regularly.
Where necessary, wear appropriate PPE	PPE should be worn when a staff member is supervising a child who is symptomatic and a distance of at least 2m cannot be maintained or when intimate care, first aid or SEN needs require close contact. A stock of face masks, disposable gloves and disposable aprons are provided in each classroom. Plastic visors are also available to be worn if a child is vomiting or bleeding excessively. <b>Staff are required to inform the school secretary if their stock of PPE needs replenishing.</b>
Engage with the NHS Test and Trace process	Staff and parents/carers should understand that they will need to be ready and willing to: <ul style="list-style-type: none"> <li>• Book a test if they are displaying symptoms</li> <li>• Provide details of anyone they have been in close contact with if they test positive or if asked by NHS Test and Trace</li> <li>• Self-isolate if they have been in close contact with someone who develops symptoms or someone who tests positive for COVID-19</li> <li>• If any member of the school community has been tested, staff or parents should inform school immediately of the results.</li> </ul> <p>If a test is negative, the person can stop self-isolating, along with the members of their household.</p> <p>If someone tests positive, they need to follow the ‘stay-at-home’ guidance</p> <p>All visitors to school will be required to register their contact details so that they can be traced in the event of a Covid19 breakout. The details will be stored in compliance with GDPR regulations.</p>
Manage confirmed cases of coronavirus amongst the school community	As soon as school becomes aware of a positive test result for COVID-19, we will contact the local authority to inform them of the positive test. <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=BIQER23xIUuKVYrF1-chlvfAvC3-">https://forms.office.com/Pages/ResponsePage.aspx?id=BIQER23xIUuKVYrF1-chlvfAvC3-</a>



		<p><a href="#">NFFPhXTWkDhgcyJUMTNTTEM1VFozSIITM0hZU1ZFUVE3RVZYMCIQCN0PWcu</a> (No personal data is shared.)</p> <p>The health protection team will advise us on any actions which need to be taken. If the health protection team advise that individuals or groups of pupils need to be sent home to self-isolate, we will implement this advice swiftly.</p> <p>To assist with any necessary risk assessment, we will keep a record of who has had contact within bubbles and also in different groups.</p>
	Contain any outbreak by following local health protection team advice	If school has two or more confirmed cases within 14 days, this indicates a possible outbreak, and we will work with our local health protection team and follow their advice.
<b>Section 2: School Operations</b>		
Health and Safety: Minimising contact between bubbles.	Timetable adjustments to reduce potential contamination between individuals	Arrival and departure times-see timetable below- <b>TO BE REVIEWED EVERY THREE WEEKS</b>
		Playtimes-see timetable below
		Lunchtimes-see timetable below
	Arrival and departure of pupils	St J- Parents walk with children in anticlockwise direction around the playground and pupils join line in centre. Parents exit school site via the church car park.
		STM-parents to walk around the school in a clockwise direction and children to enter classrooms through external doors. Class 3 to enter through cloakroom, Class 4 to enter through library.
		At the end of the day all class wait on playground. Carers follow one way route and children will be dismissed to them. Carers and children continue along one way route and exit school though the designated gates.
		Poster outlining Covid19 symptoms to be displayed on school driveway
		Staff escort children in “bubbles” into school
		Children should bring minimal resources to school. Coats to be placed in classroom/cloakroom at a distance from other people’s belongings. Bags should not be brought into school whenever possible.
		Essential pupil medication etc must be handed to the staff at the school gate and should be clearly labelled with the child’s name and details.
Parents/ carers must not enter the school office area. All communication should be done via email or telephone, except in an emergency		
Transport	Parents and carers are encouraged to <b>walk/cycle to school if possible</b> . Parking congestion	

		<p>around school should be avoided. <i>Walkwise</i> sessions to inform pupils on the benefits of walking to school will be delivered to pupils.</p> <p>Parents signposted to the government's <a href="#">Cycling and Walking Plan</a>.</p>
		<p>If anyone needs to wear a mask or face covering to travel to school (e.g. if they are using public transport) they should remove them when they arrive in the school building. Staff and Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all), dispose of temporary face coverings in a lidded bin or place a reusable face coverings in a plastic bag that is to be placed in their coat pocket so that they can re wear it to travel home. They should then wash their hands again before heading to their classroom.</p>
		<p>Social distancing should be maintained in the parish car park and areas around school at all times.</p>
		<p>Off-site visits will only go ahead when transport is not required. Swimming lessons will not take place initially; this will be reviewed monthly.</p>
Attendance	Pupil Attendance	<p>Usual attendance procedures will be implemented from 8 March 2021.</p> <p>School will work with families to alleviate any anxieties they may have regarding children returning to school.</p> <p>Parents signposted to <a href="http://gov.uk/backtoschool">gov.uk/backtoschool</a> and <a href="https://twitter.com/backtoschoolsafely">#backtoschoolsafely</a></p> <p>It is, however, understood that in a small number of cases specialist health professionals may advise that a pupil remains at home for health reasons or to self-isolate.</p> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, home learning support will be provided by school.</p>
Workforce	Mitigating additional risk	<p>All staff will complete a SAAD risk assessment prior to their return to work.</p> <p>School will adhere to the advice regarding mitigating risks to all staff, and in particular those who are clinically vulnerable or extremely clinically vulnerable. All measures in place will be discussed with all staff, and any concerns or anxieties taken into account and steps taken to mitigate additional risk if required. An individual risk assessment will be completed where appropriate.</p>
	Staff deployment	<p>At times when it is necessary to have supply teachers on site, they will be expected to be stringent in adhering to all measures in place.</p>
		<p>In order to ensure pupils, in particular those with additional needs, are fully supported, it may be necessary to deploy staff, to work with children from different class bubbles. Whenever possible staff must maintain social distancing.</p>
		<p>Staff will also be deployed to support children with catch-up provision and targeted interventions. Intervention groups will have consistent pupils to avoid unnecessary contact with others.</p>

		Peripatetic teachers will teach 1:1 or small, contained and consistent groups.
Catering and lunchtimes	School lunches	The schools meals service will provide hot lunches. An adapted lunch timetable will be introduced to avoid mixing bubbles.
	Packed lunches	Children may bring a healthy packed lunch from home in a plastic wipeable box. All leftovers and rubbish must be taken home. Only water should be provided as a drink.
	Supervision	Lunchtime staff to supervise each designated play area.
		Teachers to escort groups to and from hall for lunch and from designated play area back to classroom
		Staff to supervise pupils eating lunch in classrooms.
Water	Tables and chairs in the hall to be cleaned after each use Children must bring a washable water bottle, clearly labelled with their name. This should be taken home to be washed daily.	
Site Maintenance	Safety checks	The two school sites have been fully maintained during partial closing, and all regular safety checks have/ are carried out.
Uniform	Daily uniform	Full school uniform, including school shoes, should be worn and the government guidance states that it does not need to be laundered more frequently than usual. Jewellery is not permitted for pupils and they are advised not to wear a watch at the current time. PE kit should be worn on the days that pupils have PE lessons.
	Hair	Long hair should be tied away from the face.
	PE uniform	PE uniform should be worn on the days that a pupil has PE. (Teachers will send appropriate details to families.) No PE uniform should be stored in school.
<b>Section 3: Well-Being and Curriculum</b>		
Pupil and Staff Well-Being	Safeguarding	Safeguarding will remain the highest priority, and all procedures will be followed rigorously in identifying any concerns and working with families and agencies to fully support all of our pupils.
	Mental Health	School has well-established systems in place to support the mental well-being of pupils. All staff will be vigilant in monitoring the emotional wellbeing of our pupils, and will follow safeguarding procedures regarding any concerns.
		The PSHE curriculum will be in place and modified as needed to address the needs of pupils as they are identified.
		Class wellbeing ambassadors to be established.
		Families made aware that school counsellor services are available in school via Lily Morris - Positive Futures Advisor
		Sensory equipment made available, as necessary.
		Rainbows, Sunbeams and other appropriate support groups will be established as the need

	<p>arises. "Heads Up" will provide interventions for identified children.</p> <p>Families signposted to <a href="http://www.Childline.org.uk">www.Childline.org.uk</a> ; <a href="https://www.nspcc.org.uk/">https://www.nspcc.org.uk/</a> ; Durham Mental Health Outreach:  <a href="http://search3.openobjects.com/kb5/durham/fsd/organisation.page?id=5o_zc3Lw1dM">http://search3.openobjects.com/kb5/durham/fsd/organisation.page?id=5o_zc3Lw1dM</a> ;  <a href="https://www.annafreud.org/on-my-mind/self-care/">https://www.annafreud.org/on-my-mind/self-care/</a> ; Dr Barnado's See Hear Respond accept referrals from any source either through the Freephone number 0800 151 7015 and via the online referral hub <a href="https://www.barnardos.org.uk/see-hear-respond?utm_source=8%20July%202020%20C19&amp;utm_medium=Daily%20Email%20C19&amp;utm_campaign=DfE%20C19">https://www.barnardos.org.uk/see-hear-respond?utm_source=8%20July%202020%20C19&amp;utm_medium=Daily%20Email%20C19&amp;utm_campaign=DfE%20C19</a></p>
	Maintain wellbeing advice to families via Class Dojo; Twitter; email; website
	Bereavement support to be offered when appropriate: <a href="https://www.winstonswish.org/">https://www.winstonswish.org/</a> ; <a href="https://www.childbereavementuk.org/">https://www.childbereavementuk.org/</a> ; <a href="https://www.cruse.org.uk/">https://www.cruse.org.uk/</a> ; <a href="https://www.nhs.uk/service-search/other-services/Bereavement%20support/LocationSearch/314">https://www.nhs.uk/service-search/other-services/Bereavement%20support/LocationSearch/314</a>
Online abuse	Families signposted to <a href="https://www.saferinternet.org.uk/">https://www.saferinternet.org.uk/</a> ; <a href="https://www.ceop.police.uk/safety-centre/">https://www.ceop.police.uk/safety-centre/</a> ; <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a> ; <a href="https://www.internetmatters.org/">https://www.internetmatters.org/</a> ; <a href="https://protectyoungeyes.com">https://protectyoungeyes.com</a> and <a href="https://www.net-aware.org.uk/">https://www.net-aware.org.uk/</a>
Domestic abuse	SLT to monitor Operation Encompass inbox and respond as appropriate
Confidential contact	Parents and carers are advised that they can discuss any concerns confidentially with the head teacher or deputy head teacher.
Poverty due to reduced family income	Parents notified how to apply for free school meals via website.
	Families signposted to <a href="https://www.moneyadvice.service.org.uk">https://www.moneyadvice.service.org.uk</a> and <a href="https://www.iva.org">https://www.iva.org</a> for debt advice.
	Families supported to apply for help from parish support fund, <a href="https://www.durhammartyrs.co.uk/parish-support-fund">https://www.durhammartyrs.co.uk/parish-support-fund</a>
	Families signposted to local support: <a href="http://www.countydurhamfamilies.info/kb5/durham/fsd/organisation.page?id=AtV4-BGX7jE&amp;">http://www.countydurhamfamilies.info/kb5/durham/fsd/organisation.page?id=AtV4-BGX7jE&amp;</a>
	Families signposted to local foodbanks: <b>Telephone:</b> 0191 303 7559 <b>E-mail:</b> <a href="mailto:web1@durhamfoodbank.org.uk">web1@durhamfoodbank.org.uk</a> <b>Website:</b> <a href="https://durham.foodbank.org.uk">https://durham.foodbank.org.uk</a>
	Lunchtime staff to monitor packed lunches to ensure that families are providing nutritional and adequate meals, (consider possible poverty indicators)
Support for vulnerable	Regular contact with social workers and other relevant professionals maintained by SLT.

	families	Maintain Core Group, Care Group, TAF, IRO meetings via telephone or online until face to face meetings are appropriate
		Provide IT equipment when necessary
	Support for children with additional needs	Review individual circumstances - consider: support measures; access to sensory equipment; working with partner professionals; additional support required due to raised anxiety; unfamiliarity with routines and expectations due to the duration of partial closure. Discuss with carers, as necessary.
		Children will access their own sensory toys within the classroom-these will not be shared with other individuals.
		Staffing and EHCP targets to be reviewed for reopening and the necessary measures to be put in place to ensure compliance to the statutory requirements. Individual reviews and risk assessments will take place prior to reopening.
		Children will be supervised by an adult in their bubble to use sensory equipment. Resources must be cleaned immediately after use so that the room is available to others.
	Staff well-being and support	Staff well-being is a high priority. Staff will be working in more challenging circumstances than usual; it is essential their well-being is monitored by the SLT and support provided as and when necessary.
		Positive Futures worker will also provide support to pupils and staff.
		Staff are encouraged to be open and share any concerns with a member of the SLT.
		Staff may be signposted to Occupational Health, <a href="https://www.annafreud.org/on-my-mind/self-care/">https://www.annafreud.org/on-my-mind/self-care/</a> and The Road Centre
Behaviour	Support	Pupils may need reminding about routines, procedures and behaviour expectations. Children who display untypical behaviour will be monitored closely so that signs of anxiety or emotional concerns can be identified.
	Expectations	Expectations will be consistently applied, with appropriate consequences given if policy is breached by pupils. School anticipates that, with support, pupils will settle back quickly into school life and expectations after isolation/lockdown.
Curriculum	Curriculum planning	Teachers will identify “non negotiable” key concepts, knowledge and skills that pupils will need to be able to access the appropriate year group curriculum. It is not appropriate to attempt to teach all missed lessons but mastering key concepts, rather than topics, will be the focus for initial lessons. Priority will be given to phonics, reading, writing and mathematics although the existing broad and balanced curriculum will also be used to support pupils in these key areas.
		Staff in each phase will consider the following prompts: <ul style="list-style-type: none"> <li><b>What are the essential concepts in our curriculum that pupils need to understand before moving on?</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>What parts of our curriculum are less essential, that we can touch on quickly?</b> (eg geographical facts about a specific river rather than features of rivers.)</li> <li>• <b>What are the threshold concepts that enable pupils to better understand other ideas/concepts?</b> (eg characteristics of 2d shapes before understanding 3d shapes.)</li> <li>• <b>Is there a common thread running through the units that have been missed, that we can return to in the future?</b> (eg Democracy). When can this be returned to?</li> <li>• <b>Which skills or knowledge from one subject can children not access the rest of the curriculum without?</b> (eg phonics for reading and writing.)</li> <li>• <b>Which topics have cross-curricular value so are worth focusing on?</b> (eg History vocabulary.)</li> <li>• <b>Which subjects were a focus for home learning and therefore do not need to spend as much time on?</b></li> </ul>
		<p>Develop knowledge organisers in order to see at a glance what needs to be taught/retaught and so that pupils can see what they need to know.</p>
	<p>Assessment and lesson planning after lockdown/isolation</p>	<p>Identify gaps in key concepts and knowledge through low stake assessments, (eg quizzes, discussion, discursive tasks.) These should be designed to build pupil confidence</p> <p>Adapt short term planning for most pupils in light of assessments- consolidation should last no longer than 4 weeks.</p> <p>Use Bloom’s Revised Taxonomy to develop mastery of key concepts:</p> <ul style="list-style-type: none"> <li>➤ <b>Remembering</b></li> <li>➤ <b>Understanding</b></li> <li>➤ <b>Applying</b></li> <li>➤ <b>Analysing</b></li> <li>➤ <b>Evaluating</b></li> <li>➤ <b>Creating</b></li> </ul> <p>Identify the pupils that have the <b>biggest gaps</b> in learning. Consider those pupils who:</p> <ul style="list-style-type: none"> <li>• Are anxious or have other mental health issues</li> <li>• Have missed a lot of work</li> <li>• Had limited access to technology during lockdown/isolation periods</li> <li>• Are vulnerable and working at home may have been challenging</li> <li>• Have additional needs so learning at home may have been challenging</li> </ul> <p>Based on assessment outcomes, for those children that have the biggest gaps in their learning, develop a “<b>bounce back</b>” programme that</p> <ul style="list-style-type: none"> <li>➤ Is <b>intense and time limited</b>, so that pupils return to the same work as their peers as soon as possible</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Is based on <b>proven</b> intervention programmes</li> <li>➤ Is focused on <b>key knowledge and concepts</b> and is <b>direct</b></li> <li>➤ Addresses <b>specific</b> gaps</li> <li>➤ Is delivered by well-trained and <b>effective staff</b></li> <li>➤ Is focused on building on <b>success</b></li> <li>➤ Provides opportunities to <b>practise and apply</b> learning</li> <li>➤ Leads pupils to return quickly to <b>first wave teaching</b>-, with the possibility of <b>pre-and post-teaching</b> in class lessons</li> </ul> <p>Consider catch-up sessions within lessons- small group or 1:1 support from the teacher during task phases in lessons</p> <p>Consider <b>“Same Day”</b> intervention for learning aligned to learning going on during the rest of the same day. This should be focused on individual study</p> <p>Consider 1:1 or small group tutoring- See National Tutoring Programme, Catch up Premium Support</p>
Implementing lessons after lockdown/ isolation	<p>Ensure pupils feel emotionally settled and secure by providing opportunities in the first days after lockdown/isolation</p> <ul style="list-style-type: none"> <li>• to adjust to returning to school</li> <li>• to discuss anxieties</li> <li>• to re-establish behaviour expectations</li> <li>• to access additional support, eg online wellbeing resources, school counsellor, well being ambassador</li> </ul> <p>Validate work that was completed during lockdown/isolation and celebrate successes. Declare amnesty on uncompleted tasks.</p> <p>Be explicit about what will be taught in each lesson so that pupils know what they are learning or relearning and understand what they need to know at the end.</p> <p>Share knowledge organisers or equivalent so that pupils know what they should have learned by the end of the consolidation period, (maximum 4 weeks.) This should build pupil confidence.</p> <p>Provide many opportunities to practise and apply what the pupils are learning so that they can demonstrate understanding.</p> <p>Maintain low-stake, formative assessment throughout consolidation period and vary pace and content of lessons accordingly.</p> <p>Ensure constant retrieval practice is a feature of lessons.</p> <p>Return to normal curriculum at the earliest opportunity- once pupils have mastered the key knowledge</p> <p>Music lessons must be adapted so that large group singing indoors is not featured. Woodwind</p>

		and brass instruments will not be played in lessons and there will be individual tuition for guitar and keyboard only. The school choir will not meet until government guidance allows.
	Physical activity	Pupils will be taught PE in class bubbles, outside except in extreme weather. The PE curriculum will be adapted so that contact sport is not taught. Equipment used will be cleaned between groups. Distance between pupils will be maximised during PE lessons. The Daily Mile activities will take place, ensuring children are appropriately spaced. Active playtimes and lunchtimes will be encouraged, with equipment assigned to a class bubbles.
Transition	Transition activities	Teachers in all classes will use the first week after lockdown/isolation to re-build relationships, support emotional wellbeing and re-establish expectations.
<b>Section 4: Contingency Plan</b>		
Localised lockdown	Regional lockdown- Process	If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will be notified and advice will be implemented to help contain the spread. Durham County Council Covid 19 Control Plan will be implemented To prepare for online contact with families, parents and carers are requested to inform school of their <b>email addresses at the earliest opportunity.</b>
School or bubble closure	Remote Education	If an individual has a confirmed diagnosis of Covid19, pupils and staff in their bubble and those who have come into close contact for more than 15 minutes, (eg. In an intervention group,) will be sent home to isolate for 10 days. (Confirmed cases must isolate for 10 days.) For online contact with families, parents and carers are requested to inform school of any changes to <b>email addresses at the earliest opportunity.</b> At the earliest opportunity, and within two days, remote work will be provided online (via Class DoJo) to support working from home. Work set will align closely to work set in class so that progress is maintained. Teachers will upload work daily to be completed that day. When pupils return to school, their emotional wellbeing will once again be prioritised.



## Timetable: St Thomas More School

Class Group	Staff	Room	Arrival	Morning Play	Lunchtime	Afternoon Play	Departure
1	Mrs Salmon Mrs Dickinson	Classroom	8.45am-9am		11.45-12.45pm	1.45pm	3.15pm
2	Mrs Belton Mrs English	Classroom	8.45am-9am	10am	11.55-12.55pm	1.45pm	3.15pm
3	Mr Trueman	Classroom	8.45am-9am	10.15am	12.05-1.05pm		3.15pm
4	Mr Hunt	Classroom	8.45am-9am	10.30am	12.15-1.15pm		3.15pm

PE-Field available on afternoons

## Timetable: St Joseph's School

Class Group	Staff	Room	Arrival	Morning Play	Lunchtime	Departure
R/Y1	Mrs Smith Mrs Meikle Miss Bosomworth/ Mrs Milan	Classroom	8.45am-9am	10.30am	12.15-1.15pm	3.20pm
Y1/2	Mrs Donaldson Mrs Sheahan	Classroom	8.45am-9am	10-10.15am	11.45-12.45pm	3.20pm
Y3/4	Miss Wilson Miss Reay	Classroom	8.45am-9am	10.15-10.30am	12-1pm	3.20pm
Y4/5	Mrs Hockey Mrs Murdoch	Classroom	8.45am-9am	10.45-11am	12.30-1.30pm	3.20pm
Y6	Miss Clothier Mrs Turnbull	Classroom	8.45am-9am	9.45-10am	11.30-12.30pm	3.20pm

PE-Field available on afternoons

Appendix A: Infection Control COVID-19 General Risk Assessment (Durham County Council)

Spring Term 2021-Whole School return 8<sup>th</sup> March 2021 - Infection Control COVID-19 General Risk Assessment Form

<b>Name and Address of the School -</b> The Federation of St Thomas More and St Joseph's RCVA Primary Schools, Durham		
Additional Controls considered on – 2 March 2021	Name of Person reviewing the Additional Controls Barbara Reilly-O'Donnell	Date of assessment – 2 March 2021
	Date of review-March 2021.	

**You must always:**

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.

- 7) Keep occupied spaces well ventilated.
- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.
- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.

[The school are following Schools coronavirus \(COVID-19\) operational guidance](#)

An infected person can pass on the virus through talking, breathing, coughing, or sneezing even if they do not have any symptoms.

Hazards/Issues	Risk Rating H/M/L (before)	Controls already in place	Further Action required	Risk Rating H/M/L (after)	By Whom & When
<b>1. Staff and Pupils and the wider school community</b>					
NHS COVID-19 Vaccination	H	<p>-COVID-19 vaccination programme has commenced in the local community.</p> <p>-Priority groups have been identified and the community that the school is part of are being vaccinated.</p> <p>-Staff and pupils that have been identified as CEV/CV have been included in the priority groups identified.</p>		L	
Asymptomatic Testing-Lateral Flow Device (LFD) Testing in School/ Home testing	H	<p>-Current guidance followed-Rapid testing remains a vital part of the plan to suppress the virus. Schools are following the guidance set out for their settings:</p> <ul style="list-style-type: none"> <li>• <a href="#">Primary schools, school-based nurseries and maintained nursery schools</a></li> </ul> <p>All staff are participating in the LFD testing process.</p> <p>-Primary age pupils will not be tested with LFDs.</p> <p>-Participation in the LFD testing programme is voluntary for staff</p> <p>.</p> <p>-Staff not participating in the LFD testing programme can return to work.</p>	<p>-Registers to be maintained to ensure that staff and pupils who have given consent are participating in the testing programme, taking sickness absence into consideration.</p> <p>-Parents/Carers to be contacted and made aware that <a href="#">-Rapid lateral flow testing is now available to households and bubbles of school pupils and staff.</a></p> <p>-Pupils/Staff with a positive LFD test result will need to <a href="#">self-isolate in line with the guidance for households with possible coronavirus infection.</a> and request a PCR test</p>	L	Head teacher

		<p>-Specific LFD Testing risk assessment in place for both home testing and in school testing.</p> <p>-The LFD testing programme does not replace the current testing policy for those with symptoms.</p> <p>-Anyone with <a href="#">COVID-19 symptoms</a> (even if they recently had a negative LFD test result), should still self-isolate immediately in line with current guidance.</p> <p>-Staff, Parents/Carers are aware that those presenting COVID-19 symptoms are to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus.</p> <p>Staff can opt in and out of the LFD testing programme at any time.</p>			
COVID-19 Outbreak		<p>- 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, may indicate an outbreak.</p>	<p>-Trends identified and where need identified reported to DCC Public Health Team via <a href="#">COVID-19 Education settings reporting tool</a></p>		
<b>2.Maintaining hand and respiratory hygiene on the school site</b>					
Maintaining the system of controls put in place in the	H	<p>- Pupils, staff, and other adults are aware they must not come into the school if:</p>	<p>-Staff and pupils will be reminded of the <a href="#">systems of control</a> that are in place to ensure the safety of the</p>	L	

<p>Autumn Term for the full school opening.</p>		<p>-They have one or more coronavirus <a href="#">(COVID-19) symptoms</a> a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms.</p> <p>-They are required to <u>quarantine having recently visited countries outside the Common Travel Area</u></p> <p>-They have had a positive test they must immediately cease to attend and not attend for at least 10 days from the day after:</p> <p>-The start of their symptoms</p> <p>-The test date, if they did not have any symptoms but have had a positive test (whether this was a <a href="#">Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test</a>)</p> <p>-The school identifies <a href="#">close contacts</a> and they are informed to self-isolate for 10-days.</p> <p><b>-Separate risk assessment in place for Staff and Pupil LFD testing school and home testing.</b></p>	<p>whole school;</p> <p>-Staff members to be issued with the <a href="#">updated 12 points of System of Control</a> which make up the systems of control within the school environment.</p> <p>-Washing their hands regularly /where hand washing is not always available the application of hands sanitiser-</p> <ul style="list-style-type: none"> <li>• when they arrive at the school</li> <li>• when they return from break periods</li> <li>• when they change rooms</li> <li>• before and after eating</li> </ul> <p>-Refresh staff and pupils of the principles of catch it, bin it, kill it.</p> <p>-Ensure that staff and pupils adhere to seating plans that have been put in place for class bubbles.</p> <p>-Pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, individual risk assessments to be reviewed on their return to school.</p> <p>-Reiterate to pupils to follow, where possible <a href="#">Hands-Face-Space:</a></p> <p><b>-HANDS</b> - Wash your hands regularly and for 20 seconds.</p> <p><b>-FACE</b> - Wear a face covering in indoor settings where social distancing may be difficult, and where you will encounter people you do not normally meet.</p>		
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			<p><b>-SPACE</b> –Children have been placed in class bubbles and seating plans put in place so that close contacts can be identified throughout the school day.</p> <p>-Pupils and staff to be reminded that where possible stay 2 metres apart from people you do not live with, or 1 metre with extra precautions in place (such as wearing face coverings or increasing ventilation indoors) especially when travelling to and from the school site and moving about the school building.</p> <p>-Review the cleaning schedules put in place in classrooms and around the school site and resources that are used in subject areas.</p> <p>--<a href="#">Supporting pupils at school with medical conditions</a> guidance followed.</p>		
Ventilation	H		<p><b>All staff are to be reminded that;</b></p> <p>-Buildings to be well ventilated prior to and following the school day.</p> <p>-Classrooms, offices, and corridor areas etc. are to be well ventilated prior to the start of the school day, during lesson periods and when the classroom is unoccupied.</p> <p>-Windows to be opened just</p>	L	All Staff



			<p>enough to provide constant background ventilation.</p> <ul style="list-style-type: none"> <li>-Where available high-level windows opened in preference to low level windows to reduce draughts.</li> <li>-Windows are opened fully during break and lunchtime periods to purge the air in the workspace.</li> <li>-Internal doors opened to assist with creating a throughput of air.</li> <li>-Where need identified external doors opened where safe to do so.</li> <li>-Where need identified furniture re-arranged.</li> <li>-Mechanical ventilation systems used where available – they are adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance systems adjusted to full fresh air.</li> <li>-Where fresh air is not available, then systems should be operated as normal (as long as they are within a single room and supplemented by an outdoor air supply).</li> <li>-The <a href="#">HSE guidance</a> for ventilation is followed.</li> <li>-Heating used to ensure comfort levels are maintained in the school building.</li> </ul>		
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Cleaning resources/hand sanitiser	H	-Cleaning schedules in place for the whole school and resources located within the classroom.	-Full Stock check to be carried out on resources available/stock currently held. -Stocks to be replenished where need identified. -Ensure that hand, cleaning, and respiratory stations are located in each classroom/halls etc. and at strategic points around the school site. -Ensure that COSHH assessments are shared with staff who are using products on a daily basis.	L	Head teacher
Face Coverings	H	- <a href="#">Face coverings in schools guidance</a> and <a href="#">Face coverings in education.(in years 7 and above)</a> followed; - <b>Primary</b> -Face coverings worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering -	-Staff and pupils to be reminded; Safe wearing of face coverings requires the: • cleaning/sanitising of hands before and after touching – including to remove or put them on • safe storage in individual, sealable plastic bags between use. -Staff and pupils to be advised that where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day. -Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial	L	Head teacher/Staff

			<p>expression to communicate, can be worn. -Staff to be advised that there is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).</p> <p>-Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.</p> <p>-A face visor or shield may be worn in addition to a face covering but not instead of one. This is because face visors or shields do not adequately cover the nose and mouth.</p> <p>-Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>-Ensure that the school is holding</p>		
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			sufficient stock levels of face coverings to support visitors/staff and pupils who may need to be supplied with a face covering.		
<b>4.Managing a staff member/ pupil positive case</b>					
LFD/COVID-19 Positive result	H	<p><b>- Public Health have advised that an LFD positive test</b> is acted upon in the same way as a Covid positive case as the purpose is to break the chain of transmission as soon as possible. Although there is a possibility of a confirmatory PCR coming back negative, it is more likely to confirm the positive status.</p> <p>-Head teachers report the confirmed case to the <a href="#">COVID-19 Education settings reporting tool</a>.</p> <p>-Close contacts are defined as;</p> <p>-Anyone who lives in the same household as another person who has COVID-19 symptoms or has tested positive for COVID-19</p> <p>-Anyone who has had any of the following types of contact with someone who has tested positive for COVID-19:</p> <ul style="list-style-type: none"> <li>• Face-to-face contact including being coughed on or having a face-to-face conversation within one</li> </ul>	<p>-Where a staff member/pupil's LFD test is positive they are to <a href="#">self-isolate</a> and arrange a lab-based polymerase chain reaction (PCR) test to confirm the result if the test was a <b>home test</b>. If a confirmatory PCR comes back as negative and staff member/pupil have no symptoms, then they can stop isolating. The school identifies close contacts of the staff member/pupil to self-isolate based on a positive LFD. If a confirmatory PCR comes back as negative and close contacts have no symptoms, then they can stop isolating.</p> <p>-Those with a negative LFD test result can continue to attend school if they are free from symptoms.</p> <p>-Parent/Carers to be made aware, where need identified: They could be fined if you do not self-isolate following a notification by NHS Test and Trace.</p>	L	

		<p>metre.</p> <ul style="list-style-type: none"> <li>• Been within one metre for one minute or longer without face-to-face contact.</li> <li>• Been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day</li> <li>• Travelled in the same vehicle or a plane.</li> </ul>	<p>-Advise Parents/Carers and Staff they may be entitled to a one-off payment of £500 through the <a href="#">NHS Test and Trace Support Payment scheme</a> if they are required to stay at home and self-isolate.</p>		
<b>5.Staff and Pupils accessing vehicles to travel to and from the school.</b>					
Transport on and off the school site.	H		<p>-Fresh air (from outside the vehicle) through ventilation, is to be maximised, particularly through opening windows and ceiling vents.</p>	L	
<b>6.Staff/Pupil, family member who maybe at increased risk</b>					
Pupils who are Clinically Extremely Vulnerable or Clinically Vulnerable	H	<p>-Copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is held by the school.</p> <p>-The <a href="#">DHSC guidance</a> for the CEV is not compulsory, although pupils, students and parents are strongly advised to follow the guidance in order to help stay safe.</p> <p>-Pupils and students who live with someone who is CEV, but who are not</p>	<p>-Review pupil individual risk assessments in place to manage identified pupils under lying health conditions.</p> <p>-Review the First Aid Risk Assessment to ensure all pupils' medical needs are met.</p>	L	

		clinically extremely vulnerable themselves, should still attend school or college.			
Staff who are Clinically Extremely Vulnerable	H	<p>-CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.</p> <p>- CEV staff are advised not to attend the workplace.</p> <p>-If CEV staff wish to return to school before the 31/3/2021 they are to inform the Head teacher.</p> <p>-LFD home testing available to all staff and pupils</p> <p><a href="#">-Who's at higher risk from coronavirus</a> guidance followed.</p>	<p>-CEV staff to be advised to speak with their GP/Consultant about a return to work.</p> <p>-Where CEV staff return to work before the 31/03/2021 individual risk assessments to be put in place for CEV staff.</p>	L	
Staff who are Clinically Vulnerable	H	<p>-LFD home testing available to all staff and pupils.</p> <p>-CV staff risk assessments in place.</p> <p><a href="#">-Who's at higher risk from coronavirus</a> guidance followed.</p>	<p>-Review the risk assessments put in place for CV staff in the Autumn term.</p> <p>-CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission and the <a href="#">social distancing guidance</a>.</p> <p>-Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.</p>	L	
<b>7.New and Expectant mums in the school community</b>					
Pregnant staff	H	-Guidance in place- <a href="#">Coronavirus (COVID-19): advice for pregnant</a>	-Pregnant staff are defined as Clinically Vulnerable, in some	L	

		<p><a href="#">employees.</a></p> <p><a href="#">-Guidance COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding</a></p> <p><a href="#">-HSE</a></p> <p>-Where need identified New and Expectant Mum risk assessments completed.</p> <p><a href="#">-Who's at higher risk from coronavirus</a> guidance followed.</p>	<p>cases they may be defined as Clinically Extremely Vulnerable</p> <p>-Review the New and Expectant Mum risk assessment that was put in place when they returned to school in the Autumn Term.</p> <p>-Risk Assessments should be reviewed in line with the <a href="#">HSE</a> guidance for pregnant staff and <a href="#">Coronavirus (COVID-19): advice for pregnant employees.</a></p> <p><a href="#">-Guidance COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding</a> is to be shared with pregnant staff.</p>		
<b>9.Non-school staff working in the building</b>					
Pupils with EHCP's supported by external agencies	H	<a href="#">-Face covering guidance followed.</a>	<p>-Therapists and external support staff to be advised that they will need to wear face coverings when on the school site where 2 metre social distancing cannot be maintained.</p> <p>-All therapies and external support that would normally be in place for children and young people with EHC plans to be provided.</p> <p>-The reviewed Full School COVID-19 risk assessment to be shared with agencies working within the school.</p>	L	
<b>16.Classroom area needs</b>					
Maintaining the	H		-School staff to ensure that they review the risk assessments put in	L	

systems of control			<p>place ensuring that;</p> <ul style="list-style-type: none"> <li>- Hand, cleaning, and respiratory stations are located and easily accessible to staff and pupils in the classroom</li> <li>-Classrooms are well ventilated when occupied.</li> <li>-Windows and doors open when the classroom/hall area etc are unoccupied.</li> <li>-Enforcing hands-face-space within the classroom to ensure the safety of staff and pupils.</li> <li>-Cleaning regimes are in place for resources used and for the end of the lesson period when the class bubble is leaving the classroom.</li> <li>-Main Halls/Sports halls are to be well ventilated during occupation and following occupation.</li> <li>-Where schools are considering team sports, schools must only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events.</li> <li>-Competition between different schools should not take place.</li> </ul>		
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Educational Visits	H	-Educational visits are not advised at the present time.		L	
<b>19.Pupils with First Aid/Medication</b>					
First Aid needs	H		-Review your First Aid Risk Assessment. -Training to be reviewed. Where need identified, refresher training booked. -Review the First Aid Risk Assessment in line with the <a href="#">HSE guidance for First Aid</a>	L	
<b>20.Mental Wellbeing</b>					
Vulnerable pupils self-Isolating during the school term	H		-Staff/Pupils have a legal obligation to self-isolate but may leave home to avoid injury or illness or to escape risk of harm. More information can be found on NHS Test and Trace: how it works. <b>Where pupils</b> who are self-isolating and are within the definition of vulnerable, a contact monitoring system is to be put in place. When a vulnerable pupil is required to self-isolate: <ul style="list-style-type: none"> <li>• Notify their social worker (if they have one)</li> <li>• Agree with the social worker the best way to maintain contact and offer support</li> </ul> Ensure you have procedures in place to:	L	

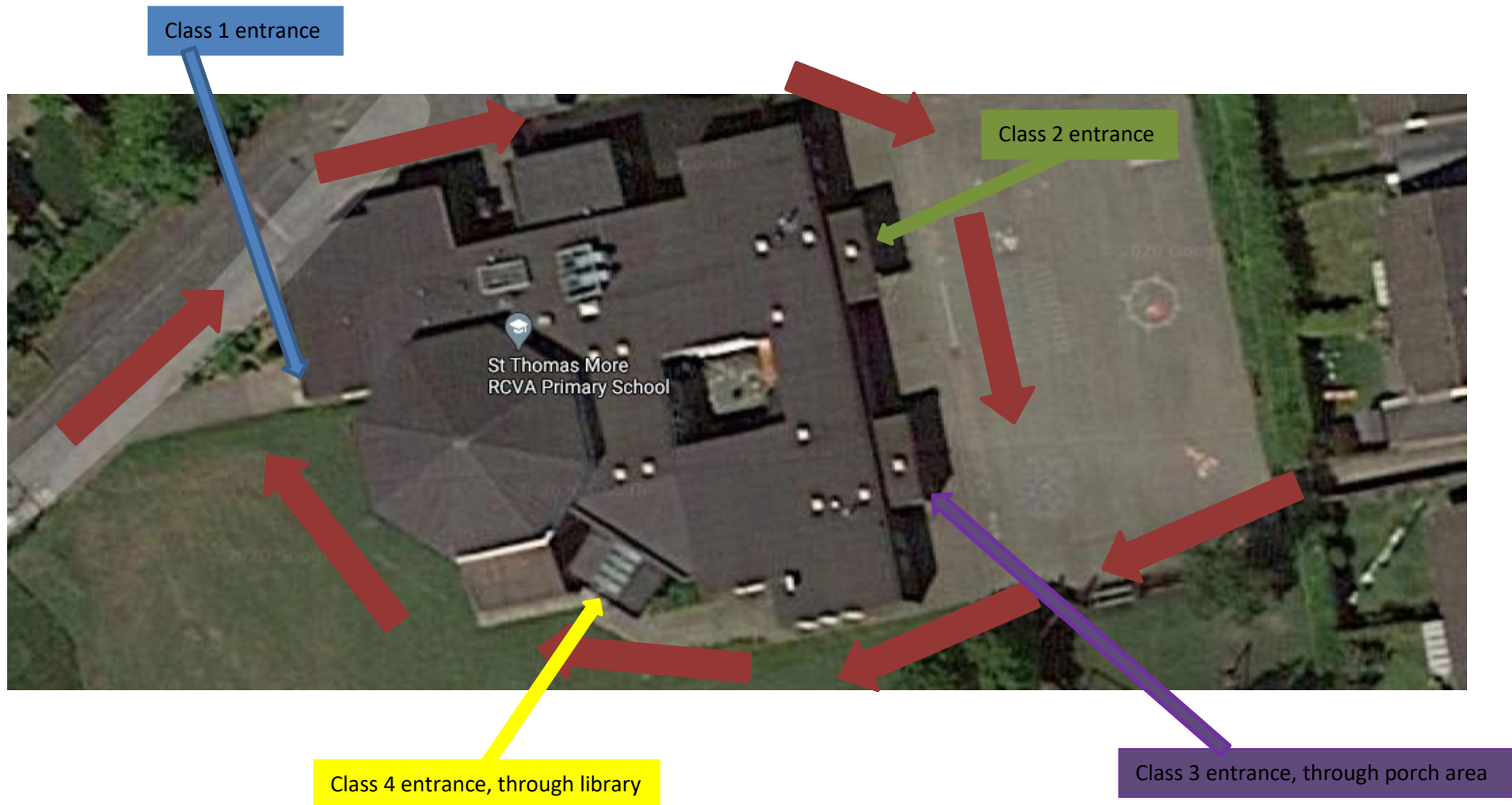
			<ul style="list-style-type: none"> <li>• Check if a vulnerable pupil can access remote education support</li> <li>• Support them to access it (as far as possible)</li> <li>• Regularly check if they are accessing remote education</li> </ul> <p>- Where staff members are having to self-isolate, agree set dates that their immediate manager/buddy will contact them to check on their wellbeing.</p>		
<b>21. Building Management</b>					
Overall review	H		<p>-Ensure that signage relating to COVID-19 is in place and located at prominent points around the school site.</p> <p>-Where need identified signage to be replaced.</p> <p>-Clear information is to be displayed at the school entrance for all visitors to follow.</p> <p>-Ensure that all statutory testing is up to date.</p> <p>Review the <a href="#">building checklist</a> completed for the start of the Autumn Term.</p> <p>-<a href="#">Emerging from lockdown</a> guidance to be followed.</p> <p>-Fire drill to be planned for the Spring Term.</p>	L	

Guidance	
	<a href="#"><u>Schools coronavirus (COVID-19) operational guidance</u></a>
	<a href="#"><u>Actions for schools during the coronavirus outbreak</u></a>
	<a href="#"><u>COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding</u></a>
	<a href="#"><u>Mass asymptomatic testing: schools and colleges.</u></a>
	<a href="#"><u>'Why, Who, What and When' Rapid Testing for Secondary Schools and Colleges in March 2021</u></a>
	<a href="#"><u>Mass asymptomatic testing in specialist settings.</u></a>
	<a href="#"><u>Who's at higher risk from coronavirus</u></a>
	<a href="#"><u>Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</u></a>
	<a href="#"><u>-Rapid lateral flow testing is now available to households and bubbles of school pupils and staff.</u></a>

## Appendix B: Access Route On and Off Site, St Thomas More School

Access to school is from the entrance gate on Thorndale Road or from the gate to the playground from Cheveley Walk. Parents/carers and children are requested to walk in a clockwise direction around the school at 2 metre intervals. Pupils will enter their classrooms from the external doors, where they will be met by their teachers, as outlined below. Parents/carers are then requested to continue to walk around school to the exit gates.

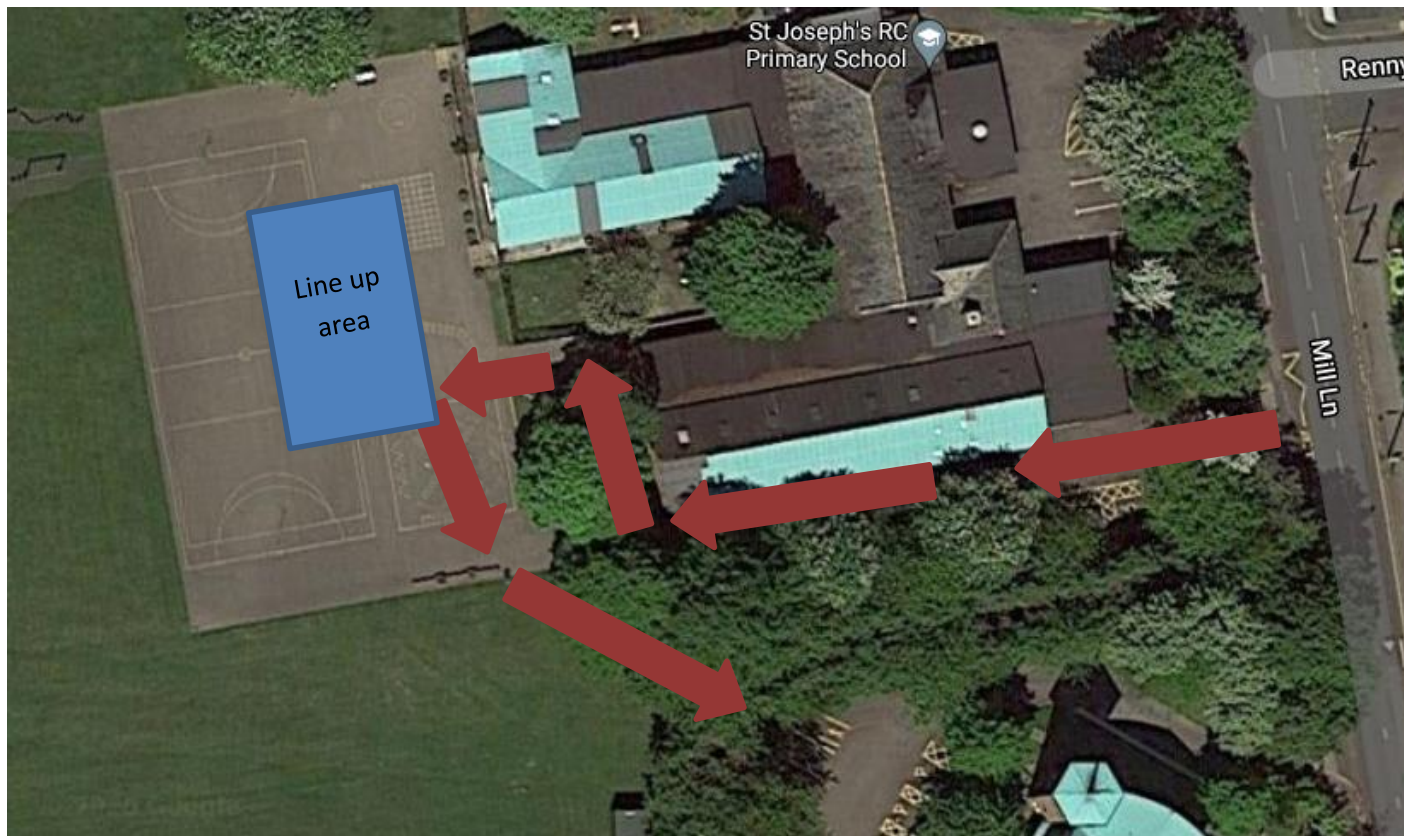
At the end of the school day, parents/carers are requested to enter the school grounds in the same way. Children will wait on the play ground and will be directed to their parents as they pass. Class 4 will exit via the school hall.



## Access Route On and Off Site, St Joseph's School

Access to school is from the entrance gate on Mill Lane between 8.45 and 9am. Parents/carers and children are requested to walk in a way route to the "line up" area on the playground and then exit via the gate to the church car park.

At the end of the school day parents/carers are requested to enter and exit the grounds in the same way and pick up their children from the "line up" area. Finish times will be staggered to prevent congestion.





## Online Learning and Contact with School in the Event of Local Lockdown

Parents are requested to inform school of their email address at the earliest opportunity so that contact can be made through Teams and Class Dojo.

### When a child is self-isolating at home...

Children must follow medical advice and self-isolate for 10 days if they have tested positively for Covid19 or for 10 days if they have had close contact with a person who has tested positive for Covid19.

Parents must contact school daily to inform school about the well-being of the child.

Online work will be set via Class Dojo which should be completed if the child is fit and well and returned the same day via Class Dojo for the class teacher's attention

### When a school bubble is closed due to Covid19 outbreak...

All pupils and staff from within the bubble must self-isolate for 10 days if they have tested positively for Covid19 or for 10 days if they have not developed symptoms

The class teacher, (or other member of staff if the teacher is unwell,) will be available to pupils online via Teams between 9am and 9.30am and again between 3pm and 3.15pm for fit and well pupils within the bubble to make daily contact. The purpose of the meetings are as follows:

#### *Morning meeting*

- Prayers
- Well-being updates
- Brief feedback on previous tasks set online and returned via Class Dojo. Opportunity for questions from pupils.
- Brief outline of work for the day which will be set on Class Dojo

#### *Afternoon meeting*

- Well-being updates
- Class story
- Prayers

### When school is closed due to local lockdown...

All pupils and staff from within the bubble must self-isolate as directed by PHE.

The class teacher, (or other member of staff if the teacher is unwell,) will be available to pupils online via Teams between 9am and 9.30am and again between 3pm and 3.15pm for fit and well pupils within the bubble to make daily contact. The purpose of the meetings are as follows:

#### *Morning meeting*

- Prayers
- Well-being updates
- Brief feedback on previous tasks set online and returned via Class Dojo Opportunity for questions from pupils.
- Brief outline of work for the day which will be set on Class Dojo

#### *Afternoon meeting*

- Well-being updates
- Class story
- Prayers



## Coronavirus Related Absence: Quick-Reference Guide

What to do if ...	Action needed:	Absence Code:	Return to school <u>only</u> when ...
... my child has coronavirus symptoms	<ul style="list-style-type: none"> <li>▪ <b>Do not come to school.</b></li> <li>▪ <b>Arrange to have a test.</b></li> <li>▪ <b>Contact school daily.</b></li> <li>▪ Self-isolate.</li> <li>▪ Inform school immediately about the test result.</li> </ul>	X	... the test comes back negative.
... my child tests positive for coronavirus	<ul style="list-style-type: none"> <li>▪ <b>Do not come to school.</b></li> <li>▪ <b>Contact school with an expected return date after 10 days. Ensure school receives a copy of the test result.</b></li> <li>▪ Self-isolate for <i>at least</i> 10 days.</li> <li>▪ Inform school immediately about the test result and contact school every day to discuss well-being.</li> </ul>	I	... they feel better. They can return to school <b>after 10 days</b> , following no fever for 48 hours, even if they have a cough or loss of smell/taste. These symptoms can last for several weeks once the infection has gone.
... my child has no coronavirus symptoms but has tested positive	<ul style="list-style-type: none"> <li>▪ <b>Do not come to school.</b></li> <li>▪ <b>Contact school with an expected return date after 10 days. Ensure school receives a copy of the test result.</b></li> <li>▪ Self-isolate for 10 days.</li> <li>▪ If symptoms develop during this period, restart the isolation period for 10 days from the day they develop symptoms.</li> <li>▪ Other members of their household (including any siblings) should also self-isolate for 10 days from when the symptomatic person first had symptoms.</li> <li>▪ Contact school every day to discuss well-being.</li> </ul>	X	... isolation period is complete and no further developments.
... somebody in my household has coronavirus symptoms	<ul style="list-style-type: none"> <li>▪ <b>Do not come to school.</b></li> <li>▪ <b>Contact with an expected return date after 14 days. Ensure school receives a copy of the test result.</b></li> <li>▪ Self-isolate for 10 days.</li> <li>▪ Get a test.</li> <li>▪ Household member to get a test.</li> <li>▪ Inform school immediately about the test result and contact school every day to discuss well-being.</li> </ul>	X	... the household member test is negative.
... somebody in my household has tested positive for	<ul style="list-style-type: none"> <li>▪ <b>Do not come to school.</b></li> <li>▪ <b>Contact school with an expected return date after 10</b></li> </ul>	X	... the child has completed 14 days of self-isolation.

coronavirus	<p><b>days. Ensure school receives a copy of the test result.</b></p> <ul style="list-style-type: none"> <li>▪ Self-isolate for 10 days.</li> <li>▪ Contact school every day to discuss well-being.</li> </ul>		
... NHS test and trace have identified my child as a 'close contact; of somebody with symptoms or confirmed coronavirus	<ul style="list-style-type: none"> <li>▪ <b>Do not come to school.</b></li> <li>▪ <b>Contact with an expected return date after 10 days. Ensure school receives a copy test and trace correspondence.</b></li> <li>▪ Self-isolate for 10 days.</li> <li>▪ Contact school every day to discuss well-being.</li> </ul>	X	... the child has completed 14 days of self-isolation.
... we / my child has travelled and has to self-isolate as part of a period of quarantine	<ul style="list-style-type: none"> <li>▪ <b>Do not take unauthorised leave in term time.</b></li> <li>▪ <b>Consider quarantine requirements and FCO advice when booking travel.</b></li> <li>▪ <b>Provide information to school as per our attendance policy.</b></li> </ul> <p><b><u>Returning from a destination where quarantine is needed:</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Do not come to school.</b></li> <li>▪ <b>Contact with an expected return date after 10 days.</b></li> <li>▪ Self-isolate for 10 days.</li> <li>▪ Contact school every day to discuss well-being.</li> </ul>	X	... the quarantine period of 14 days has been completed.
... we have received medical advice that my child must resume shielding	<ul style="list-style-type: none"> <li>▪ <b>Do not come to school.</b></li> <li>▪ <b>Contact school as required by the attendance officer.</b></li> <li>▪ Shield until you are informed that restrictions are lifted and shielding is paused again.</li> <li>▪ Contact school every day to discuss well-being.</li> </ul>	X	... you are informed that restrictions have been lifted and your child can return to school again.