

# **SANDHILL PRIMARY SCHOOL RECOVERY PLAN**

## **FULL REOPENING – SEPTEMBER 2020**

All details of this plan have also been sent to the relevant bodies of ECMAT to ensure that they are aware of the application of DfE guidance and trust policies whilst paying attention to the schools own individual needs, circumstances and situation.

In completing this plan the following documents have been followed and best endeavours to apply have been made

- Guidance for full opening : schools (2nd July 2020)
- What Parents and Carers need to know about early years providers, school and colleges during the coronavirus (COVID 19) outbreak
- Our Plan to Rebuild : The UK Governments COVID-19 Recovery Strategy
- Coronavirus (COVID-19) : implementing protective measures in education and childcare setting

Further documents (including ECMAT and school policies) may be added to this plan as more guidance and information is received.

Staff to be informed that as from 1 September everyone will be expected in school on their contracted hours.

| <b>Questions to consider before a September 1<sup>st</sup> Re-opening</b> |  |            |
|---|--|------------|
| 1   | How many staff do you have available to work in school?  | <b>34</b>  |
| 2   | How many teachers do you have available to work in school?   | <b>12</b>  |
| 3   | How many support staff including teaching assistants do you have available for work in school?   | <b>14</b>  |
| 4   | Do you have a head or deputy available for work in school?   | <b>Yes</b> |
| 5   | Do you have at least one person with paediatric first aid training available for work in school?                                       | <b>Yes</b> |
| 6   | Do you have at least one person with up to date Designated Safeguarding Lead (DSL) training available to work in school?               | <b>Yes</b> |
| 7   | Do you have your special educational needs coordinator available for work, or an alternative staff member who could take on this role? | <b>Yes</b> |
| 8   | Do you have a caretaker and/or cleaning staff, and if necessary at least one office staff member available during the school day?      | <b>Yes</b> |

## **Cohort overview**

### **10 Teaching bases (classrooms) – There will be less than 30 children in each teaching base**

FS1 = 19 children (1 group am & 1 group pm)

FS2 = 24 children (1 class)

Y1 = 43 children (Split into classes)

Y2 = 36 children (Split into classes)

Y3 = 34 children (Split into classes)

Y4 = 38 children (Split into classes)

Y5 = 38 children (Split into classes)

Y6 = 27 children (One class)

## WHOLE SCHOOL PROCEDURES

### *“How to implement protective measures in an education setting before full opening in September”*

#### **Prevention:**

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
2. Clean hands thoroughly more often than usual
3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
5. Minimise contact between individuals and maintain social distancing wherever possible
6. Where necessary, wear appropriate personal protective equipment (PPE)
7. Engage with the NHS Test and Trace process
8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community
9. Contain any outbreak by following local health protection team advice

#### **Response to any infection:**

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

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

Number 6 applies in specific circumstances.

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

| Risk Description  | Additional information and proposed actions  | Actions applied<br>Action completed   |
|---|--|---|
| <b>Organisation</b>   |  |   |
| All risk assessments, health and safety policies and compliance checks will need to be completed before reopening | These will be completed initially at trust level (PPE, H&S etc) and then applied to individual circumstances.<br><br>It is vital that all of these changes and new ways of working are communicated to staff and that these are then made available to parents / carers through website  | Information sharing with staff, parents/carers as advice is updated and risk assessments and policies completed   |
| Organisation of class sizes and groups in accordance with all relevant guidance                                   | Class organisation will be based on ten class bubbles. School will limit the movement of adults in each bubble. All bubbles have less than 30 children the maximum with 29 and the minimum with 26. The classes will remain as separate as is possible but staff will be able to move between two bubbles in line with the 2 <sup>nd</sup> July guidance. This is to meet the educational needs of our children. | The staffing model will be one teacher per group and a TA.<br>In most classes familiar staff will be in these rooms for well-being of pupils.   |
| Organisation of workspaces to maintain space between desks and seats wherever possible                            | Classrooms will have to be organised to maximise the space available and create maximum space between children. All desks will be forward facing with 3 rows across the classroom and children will sit side by side.  | Classroom setup completed during the holidays<br><br>Classrooms/school environment organised and signposted (E.g. which playground, toilets, first aid, quarantine areas, meals spaces, staff refreshment areas.) |

| Risk Description   | Additional information and proposed actions   | Actions applied<br><b>Action completed</b>  |
|--|---|---|
| Refresh the timetable  | <p>Lessons and activities will be delivered as close to the school timetable as possibly can.</p> <p>Agree what learning is appropriate for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.</p> <p>Agree ongoing learning offer for eligible pupils who can't attend school, as well as offer for those that continue to be out of school.</p> <p>Outdoor learning will be considered wherever possible but the reality is that this will not be option all of the time.</p> <p>Timetables for the day will be carefully designed to ensure that there will be minimum contact / crossover between groups and their movement between spaces</p> <p>Break times and lunch times will be staggered. These timetables have been designed and staff have been consulted.</p> <p>Assemblies to be delivered virtually to maintain and build the sense of community.</p> | <p>Curriculum approach identified that meets current needs focus on core, PSHE and PE (Assist with well-being and use of outdoor space)</p> <p>Timetables shared with staff</p> |
| Extra-curricular provision e.g. breakfast/afterschool clubs. | <p>School to consider resuming breakfast club provision, where possible, during autumn term.</p> <p>School to 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</p>  |   |

| Risk Description                             | Additional information and proposed actions   | Actions applied<br>Action completed   |
|--|---|---|
|  | bubbles being used during the school day then school should use small, consistent groups.   |   |
| Arrival and exit procedures                  | <p>The school car park will not be accessible to vehicles from 8:30am – 9:15am and from 3pm – 3:30pm as the driveway will be used as an exit for parents and children.</p> <p>No parents / carers or children to be permitted access to school grounds before 8:30 am Parents told not to gather at bottom of school path to allow everyone to access school grounds safely and not having to pass crowds.</p> <p>The one way system will be continued to support social distancing</p> <p>A “one way” system will be implemented around school buildings to ensure safety.</p> <p>PARENTS AND CARERS WILL NOT BE PERMITTED ACCESS TO THE BUILDING. ONLY ONE PARENT / CARER WILL BE ADMITTED TO THE ADMIN BLOCK AT ANY ONE TIME</p> | <p>Staff, children, and parents informed.</p> <p>Classrooms/school environment organised and signposted (E.g. which playground, toilets, first aid, quarantine areas, meals spaces, staff refreshment areas.)</p> <p>Staggered drop-off and collection times in place</p> <p>Parents will have letters sent out to inform. - School to use video tours to add additional support before school reopens.</p> |
| Catering/School meal provision supply chains | Contact catering providers to ensure they are ready to restart catering provision fully in September  | <p>Ensure FSM meal children are catered for as priority</p> <p>EYFS children eat in the hall</p>  |

| Risk Description  | Additional information and proposed actions   | <b>Actions applied</b><br><b>Action completed</b>   |
|---|---|---|
|   |   | All other year groups to have lunch in the classroom.   |
| Configuration of staff rooms and offices makes compliance with social distancing difficult                | Staff rooms and offices have been re-modelled to allow for social distancing between staff.   | Staff 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.  |
| Child/staff member becomes unwell at school with coronavirus symptoms, or have someone in their household | <p>Follow guidance as stated in “Coronavirus (COVID-19) : implementing protective measures in education and childcare settings”</p> <p>Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home.</p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’, which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>Where a child is awaiting collection, they should be moved, if possible, to a room</p> | <p>Enhanced hygiene approach in place with use of PPE (for example, toilet use, hand washing) and decide on procedures related to usually shared items (for example, books, toys, practical equipment).</p> <p>Stock with appropriate PPE and First aid equipment and check date. Follow guidance on testing issued by .gov</p> <p>if your staff provide intimate care for any children or young people and for cases where a child becomes</p> |

| Risk Description                   | Additional information and proposed actions   | Actions applied<br>Action completed  |
|------------------------------------|---|--|
|                                    | <p>where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If the child needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance.</p> | <p>unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</p> |
| <p>In the event of an outbreak</p> | <p><b>GOVERNMENT AND LOCAL GUIDANCE MUST BE FOLLOWED AT ALL TIMES AND STRICT PROCEDURES AND PROTOCOLS HAVE BEEN ISSUED</b></p> <p>If the school experiences an outbreak, either because we have two or more confirmed cases of coronavirus (COVID19) among pupils or staff within 14 days, or we see an increase in pupil or staff absence due to suspected or confirmed cases of coronavirus (COVID-19), we will contact the local health protection team. This team will advise us if additional action is required.</p> <p>Where an outbreak in school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has</p>   | <p>Public health and local authority procedures adopted.</p>   |

| Risk Description   | Additional information and proposed actions  | Actions applied<br>Action completed   |
|--|--|---|
|  | <p>tested positive.</p> <p>Testing will first focus on the person's class, followed by their year group, then the whole school if necessary.</p> <p>If our local area sees a spike in infection rates that results in localised community spread, decisions will be made on what measures to implement to help contain the spread.</p> <p>The Government will be involved in decisions and will support school to follow the Public Health advice.</p> <p>In all cases, where groups of pupils need to self-isolate or where a larger restriction of attendance at school is needed, we will seek to ensure your child/ren's education can continue remotely. (Separate document : Principles for remote learning)</p> |   |
| <b>Staffing</b>  |  |   |
| <p>Ineffective procedures in place to cover the absence of head, deputy and senior leaders, due to having COVID 19</p> | <p>Continued leadership of the school whilst working from home</p> <p>Support from CEO and other heads and in the Trust</p> <ul style="list-style-type: none"> <li>• Heads and SLT of schools follow prepared action plan including delegated leadership roles</li> <li>• Intensive support of heads on an individual and collective basis with delegation of tasks as required</li> <li>• Mobilise resources from within the Trust to support individual school's if required</li> <li>• Longer term delegation of work to other SLT</li> <li>• Day to day monitoring of the position and action by the Board of Trustees</li> <li>• Updates provided to the LA and DfE with support provided as required</li> </ul>  | <p>Should the head of school be absent the deputy can act up in this absence.</p> <p>Members of the SLT to act up should there be any shortfall in leadership of the school</p> |

| Risk Description  | Additional information and proposed actions   | Actions applied<br>Action completed   |
|---|---|---|
| <b>Pupil Behaviour</b>  |   |   |
| Pupils' behaviour on return to school does not comply with social distancing guidance | <p>The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, pupils and parents.</p> <p>Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards. For young children this is done through age-appropriate methods such as stories and games.</p> <p>Messages to parents reinforce the importance of social distancing.</p> <p>Staff model social distancing consistently.</p> <p>The movement of pupils around the school is minimised. Large gatherings are avoided at all times.</p> <p>Break times and lunch times are structured to support social distancing and are closely supervised.</p> | <p>Support to be provided from Pastoral teams for identified Children. Additional PSHCE learning to support children in their understanding of the current situation</p> <p>Staff have undertaken the online trauma informed training.</p> <p>Provision in place for SEND pupils on return in terms of 1:1 support.</p> <p>Behaviour policy reviewed and shared with staff to ensure they reflect the new rules and routines necessary to reduce risk in our setting.</p> |
| <b>Health and Safety</b>  |   |   |
| Cleanliness of the school and equipment is not maintained to high standard            | <p>Deep clean of all areas of school prior to opening to the wider population of pupils / staff</p> <p>Morning and evening cleaning of all areas of school</p>  | <p>PFI cleaning plan in place.</p> <p>Where a sink is not nearby, and sanitisers in the</p>   |

| Risk Description  | Additional information and proposed actions   | Actions applied<br>Action completed  |
|---|---|--|
|   | <p>Staff responsible for regular sanitising of PCs, keyboards etc.</p> <p>Sanitising of equipment in other areas e.g. photocopier to be undertaken after each use</p> <p>Play equipment, including loose external (if applicable), to be wiped down after use</p> <p>Throughout the day regular cleaning of hot spots by caretaker / cleaners</p> <p>External fixed play equipment not to be used</p> <p>Soft furnishings removed</p> <p>Shared resources kept to a minimum and cleaned after every use, including books</p> <p>Regular washing of hands etc.</p>   | <p>classrooms and other learning environments are available.</p> <p>Aqueous zone sprays are available in each area to clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, more regularly than normal.</p>   |
| <p>School does not have effective sanitisation systems in place</p> | <p>Long standing Government guidance followed i.e. regular washing of hands, alcohol hand rubs, hand sanitisers</p> <p>All children returning to school to be reminded of expectations regarding hand washing etc. Assistance for those that struggle to do independently.</p> <p>Where hand washing facilities are not available, hand sanitisers will made available</p> <p>Sterilising wipes (alcohol based) to be provided for key touch points e.g. in reprographics room</p> <p>Provision of tissues in appropriate locations for 'catch it, bin it, kill it'</p> <p>Regularly wiping down touch points</p> <p>Limit the amount of shared resources (for school and home use)</p> | <p>Children frequently wash their hands with soap and water for 20 seconds and dry thoroughly.</p> <p>Are encouraged not to touch their mouth, eyes and nose.</p> <p>Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</p> <p>Appropriate levels of PPE and hygiene equipment (soap, anti bac gel, tissues clearing products) are in place.</p> |

| Risk Description  | Additional information and proposed actions  | Actions applied<br>Action completed  |
|---|--|--|
|   | <p>Posters reminding pupils and staff of responsibilities e.g. in washing hands regularly in place at key areas throughout school</p> <p>Sufficient stock of all products maintained through regular audits (at least weekly) of sanitiser dispensers, wipes and tissues to ensure re-orders completed in a timely fashion</p>   |  |
| First Aid provision is inadequate   | <p>At least two registered first aiders and paediatric first aiders on site at all times</p> <p>Stock checks of first aid equipment are regularly undertaken</p> <p>Head of School's office designated as a medical room that is to be used to hold children exhibiting Covid systems until collected by a parent. Room to allow 2m distancing, ventilation for airflow and access to nearby toilets (room to be deep cleaned after use).</p>  | <p>First Aid Policy updated</p> <p>Medical room in place</p>   |
| Fire procedures are not appropriate for new arrangements  | <p>Fire procedures have been reviewed and revised where required, due to:</p> <ul style="list-style-type: none"> <li>• Reduced numbers of pupils/staff</li> <li>• Possible absence of fire marshals</li> <li>• Social distancing rules during evacuation and at assembly points</li> <li>• Possible need for additional assembly point(s) to enable social distancing where possible</li> <li>• Staff and pupils have been briefed on any new evacuation procedures.</li> <li>• Fire marshalls have been trained and briefed appropriately.</li> <li>• Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> <li>• An additional staff rota is in place for Fire Marshalls to cover any absences and staff have been briefed accordingly.</li> </ul> | <p>Revised approach to fire drill adopted and in place.</p> <p>Fire drill carried out with current groups in school.</p> |
| Pupils with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them | <p>Parents have been provided with clear guidance and this is reinforced on a regular basis.</p> <p>Covid 19 page on the school website provides relevant information</p> <p>Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</p>   | <p>Parents have kept school informed if they are isolating and this has been followed up with calls from school.</p>     |

| Risk Description   | Additional information and proposed actions   | Actions applied<br>Action completed  |
|--|---|--|
|  | <p>The school, and parents are clear about the definitions and associated mitigating strategies relating to people who are classed as clinically vulnerable and clinically extremely vulnerable.</p> <p>Schools have a regularly updated register of pupils with underlying health conditions.</p>  |  |
| <b>Mental Health</b>   |   |  |
| Pupils' mental health has been adversely affected during the period that the school has been closed and returning to school with a significantly changed environment | <p>Schools have Thrive trained staff (EP &amp; OS)</p> <p>Access to external agencies and therapists as required</p> <p>Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</p> <p>Resources/websites to support the mental health of pupils are provided.</p>  | Trauma informed training carried out by PSA, SENCO and key staff members.  |
| The mental health of staff has been adversely affected during the period that the school has been closed   | Plan likely mental health, pastoral or wider wellbeing support for pupil and staff returning to school (for example, bereavement support). Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected. | <p>Questionnaire and briefings to provide staff the opportunity to share anxiety about the return and being in school.</p> <p>Regular check in with staff.<br/>Weekly virtual meetings.</p> <p>Agreed staff workload expectations (including for leaders).</p> |
| Pupils and staff are grieving because of loss of friends or family   | <p>Schools have Thrive trained staff</p> <p>Access to external agencies and therapists as required</p> <p>OHU referrals</p>   | Plan in place for reintegration.   |
| <b>Communication</b>   |   |  |

| Risk Description  | Additional information and proposed actions  | Actions applied<br><b>Action completed</b>   |
|---|--|--|
| Ineffective communication with key stake holders                                      | <p>Communications strategies for the following groups are in place:</p> <ul style="list-style-type: none"> <li>• Staff - email / online meetings</li> <li>• Pupils – Purple Mash</li> <li>• Trust – email / online meetings</li> <li>• LGB - email / online meetings</li> <li>• Local authority cluster - email / online meetings</li> </ul> | <p>Senior colleagues are free to be present around the school especially during the early part of wider opening whilst also ensuring “bubbles” are maintained.</p> <p>Regular opportunities to get feedback from staff on the new arrangements.<br/>Agree any flexible working arrangements needed to support any changes to usual work patterns (for example, staggered start/end times).</p> <p>Parents made aware of the protective steps we’re taking to make the school a low-risk place for their child</p> <p>Contractors and suppliers made aware of avoiding times where gates are closed to aid entrance and egress of the school.</p> |
| Staff, pupils and parents are not aware of the school’s procedures for self-isolation | <p>Staff, pupils and parents have received clear communications informing them of current government guidance on display / confirmed cases of COVID-19 and how this will be implemented in the school.</p> <p>This guidance has been explained to staff and pupils in readiness for return</p>   | <p>Updates on the school website directing towards the correct guidance.</p>   |

| Risk Description   | Additional information and proposed actions  | Actions applied<br>Action completed                         |
|--|--|---|
|  | <p>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</p> <p>Covid 19 section on the school website provides the latest government guidance and school specific documentation e.g. how to make self-referrals for testing</p> |   |
| <b>Policy</b>  |  |   |
| <p>Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances</p> | <p>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school</p> <p>Staff, pupils, parents, IEB and trustees have been briefed</p>  | <p>Policies reviewed in line with school circumstances.</p> |

## FOUNDATION STAGE 1&2

Foundation Stage 1 The morning and afternoon session will be classed as “one bubble” Currently there are 19 children in the FS1 bubble (am +pm)  
 Foundation Stage 2 The children will be classed as one bubble

| Issue  | Additional information and proposed actions  |
|--|--|
| <p>FS1 children will be split into two groups for the morning and afternoon.</p> <p>FS2 children will be in one group</p>  | <p>Staff will come into contact with 19 children. This means that the idea of a bubble being around 30 children can be maintained.</p> <p>Staff will come into contact with 24 children. This means that the idea of a bubble being around 30 children can be maintained.</p>  |
| <p>Toilets and handwashing</p>   | <p>FS1 and FS2 have their own toilet area and own sinks for handwashing Staff to remind children of handwashing advice when going to toilet Additional hand sanitising points will be available</p>  |
| <p>SEN child needing 1:1 support</p>   | <p>This will be covered on the rota by a TA and PPE will be worn and the child will attend the morning session</p>   |
| <p>In line with DFE guidance</p> <p><i>“remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)”</i></p>   | <p>Further guidance is to be received regarding preparing EY ALL soft furnishings (rugs, cushions, fancy dress etc) should be removed from the setting and all stored away until the time comes when they can be reinstated.</p>   |
| <p>With regards to indoor equipment</p> <ul style="list-style-type: none"> <li>• <i>remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</i></li> <li>• <i>remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</i></li> </ul> | <p>Staff will need to consider how easily equipment and resources can be cleaned during the lunchtime break to ensure that it <i>“is appropriately cleaned between groups of children using it”</i></p> <p>The cleaning of this equipment will need to form part of discussion with the cleaning team.</p> <p>It may be that there are two sets of resources which are limited to each of the groups in nursery (We will need to determine how realistic this expectation is)</p> <p>Communication with ENGI cleaning team to wipe down hotspots between each session.</p> |

| Issue  | Additional information and proposed actions   |
|--|---|
| <p>With regards to outdoor equipment</p> <p><i>“consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously”</i></p> | <p>Outdoor equipment to be split into two sets with one set allocated to each of the two groups</p> <p>Staff must be very clear about what equipment is to be used for each group.</p> <p>Cleaning of outdoor equipment to be discussed.</p> <p>Outdoor space to be used as much as is realistically possible Cleaning of outdoor equipment will be needed or use of 72 hour rule implemented.</p>  |
| <p>Ensure that drop off and pickups are completed safely and in a way that minimises contact between adults.</p> <p><i>“plan parents’ drop-off and pick-up protocols that minimise adult to adult contact”</i></p>           | <p><b>NO PARENTS OR CARERS ARE TO BE ALLOWED ENTRY TO THE FOUNDATION STAGE CLASSROOMS</b></p> <p><b>Parents of new starters allowed to space out in the outdoor provision when dropping off children for the first time.</b></p> <ul style="list-style-type: none"> <li>• The children, with a parent, will have an allocated place on the playground to form a queue (following the 2m distance rule)</li> <li>• The am nursery children will be collected from the nursery gate at 11:10am</li> <li>• The pm nursery children will be dropped off at 12:30pm.</li> <li>• Parents will not be allowed entry to the classroom as part of normal settling routine. This will be communicated to parents beforehand with clear explanation as to why.</li> <li>• One member of staff in the FS1 classroom and one member of staff on the playground collecting the children.</li> </ul> |
| <p>Ensure clear guidance around use of PPE particularly for intimate care and first aid</p>  | <p>There is guidance provided in the document <i>‘Implementing protective measures in education and childcare settings’</i> which will be shared.</p> <p>All documents and relevant risk assessments will need to be shared with staff and regularly reviewed to ensure safety of all involved</p>  |

| Issue   | Additional information and proposed actions  |
|---|--|
|   | PPE supplies have been purchased and direction of the use will be provided by guidance stated above.   |
| Ensuring that all rooms, resources and surfaces are cleaned between groups of children using them | <p>Discussions with teaching and cleaning team to ensure</p> <ul style="list-style-type: none"> <li>• End of each session all surfaces and high use areas are cleaned to correct standards. Each group will have aqueous spray bottles to clean surfaces with micro fibre cloths.</li> <li>• Sets of resources are switched to ensure that they are provided to correct children as planned in organisation of room</li> <li>• Teaching staff will not be expected to clean routinely but there should be an element where if</li> </ul> |
| Lunchtime arrangements  | All FS2 will have lunch in the hall as there are not enough tables in the classroom for children to sit at. Children will be socially distanced when having lunch in the hall.   |
| Staffing levels need to be legal under the supervision ratios detailed in EYFS guidance           | Two staff will remain in the FS1 unit. If extra staff can be deployed to support, they will. However, with numbers of children in school this is unlikely.   |
| Will sand, water and dough still be permitted within EYFS settings?                               | <p>We will await the specific direction around safely opening EYFS settings. However, playdough and water will be on an individual basis so as not to cross contaminate when playing.</p> <p>Individual resources where necessary for child's needs. Resources to be labelled with names, water to be poured away after individual use.</p>  |

## YEAR 1 – YEAR 6 CLASSES

*“It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff, where possible, only mix in a consistent group.*

***THE INFORMATION IN THE TABLE BELOW IS BASED UPON THE ASSUMPTION THAT ALL YEAR 1 CHILDREN WILL RETURN. DYNAMIC ASSESSMENTS MAY BE REQUIRED IF THIS IS NOT THE CASE. HOWEVER, DYNAMIC ASSESMENTS MUST STILL FOLLOW THE GUIDANCE SET OUT BY THE DFE AND GOVERNMENT IN REDUCING AND MINIMISING CONTACT BETWEEN GROUPS OF CHILDREN AND STAFF.***

| Issue  | Additional information and proposed actions  |
|--|--|
| <p>Setting up the classroom(s) to ensure that all DfE and government guidance is adhered to.</p> <p><i>“remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)”</i></p> | <p>Within the classroom children will use a shared desk Desks will be spaced as far apart as is possible given space available and number of children</p> <p>Children will be forward facing sitting side by side Children will receive individual packs with their own stationery that will not be shared</p> |

| Issue                       | Additional information and proposed actions   |
|-----------------------------|---|
| Timetable & Curriculum      | <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, it is important to avoid creating busy corridors, entrances and exits.</p> <p>A timetable for each year group designed to ensure the minimum cross over of bubbles and to minimise shared use of resources</p> <p>RWI will take place but children must sit next to children from their own bubble.</p> <p>Curriculum has been planned to minimise need to share resources and teachers will be responsible for ensuring they are resourced for lessons and that this is completed in good time</p>  |
| Physical activity in school | <p>Pupils to be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene (this is particularly important in a sports setting because of the way in which people breathe during exercise.</p> <p>Activities such as daily mile, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p> <p>After school clubs to resume after October half term.</p> |
| Playground and equipment    | <p>Decisions will need to be made about whether to assign equipment to specific groups and this will need to be managed and supervised or whether we do not have play ground equipment. (Preferred option would be to assign equipment to groups but we will await the EYFS guidance to see if there is any direction for outdoor equipment / PE equipment)</p>   |
| Lunchtime                   | <p>A staggered approach to lunchtime will be taken to ensure bubbles remain separated FS2 will use the hall and will have a hot option. initially Other classes will be phased in to eventually have access to the hall and hot food option. KS1 &amp; KS2 FSM children will be able to order a grab bag from the dining hall. All other KS2 children will be required to bring a packed lunch. Lunch will be eaten inside the classroom. All desks will be cleaned after the children have eaten. Bubbles will be allocated zones on the playground</p>  |

| Issue  | Additional information and proposed actions   |
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|  | <p>and / or areas of the field. Some bubbles will have an allocated SMSA will other classes will have a teaching assistant. (Staff may need to be included on lunchtime supervision rota to ensure safety and correct supervision levels)</p>   |
| Entry and exit points  | <p>Entry and exit points will form part of the whole school approach and implementation of a one way system around school.</p> <p>Each class has an entrance and exit route which has been describe and explained in communications (see letters).</p> <p>Parents will use social distancing marked arrows outside of school designated areas where the children will be greeted by SLT and then the class teacher at the door.</p> <p>Parents and carers will not be permitted access to the building. There will be entry and exit points assigned for each group.</p> <p>Parents will be instructed not to gather at the school entrance by staff outside on meet and greet.</p> <p>Staff to encourage handwashing upon arrival to school. Parents will then exit via the drive supervised by SLT.</p> |
| Ensure clear guidance around use of PPE particularly for intimate care and first aid | <p>There is guidance provided in the document <i>‘Implementing protective measures in education and childcare settings’</i> which will be shared.</p> <p>Further policy will be forthcoming from ECMAT.</p> <p>All documents and relevant risk assessments will need to be shared with staff and regularly reviewed to ensure safety of all involved</p> <p>PPE supplies have been purchased and direction of the use will be provided by guidance stated above.</p>  |

Entrance and Exit directions to Sandhill Primary



