



Oakwood Junior School

Returning to School Protocol and Procedures

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Introduction

1.1 In line with the Department for Education's instruction, it is our plan that all pupils, in all year groups, will return to school full-time from Wednesday 2nd September 2020 (1st Sept/Staff INSET). This plan is underpinned by the Department for Education's advice on effective infection protection and control which states the following:

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

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term.

1.2 Essential measures include:

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

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

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

Many of the protocols and procedures that were implemented during the summer term will remain the same in the autumn term with the expectation that they will further embed so that children who did not attend in the summer term will themselves adopt the measures also. Hence, this risk assessment works in partnership with the RA for partial re-opening of school in June.

All protocol and procedures are aligned with the advice in the DfE document 'Guidance for full opening of schools' (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>). It is a legal requirement to review and update the previous risk assessment.

The following plan outlines relevant detail from the government's guidance with further detail about how Oakwood Junior School will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we cannot negate them entirely.

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

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

2. System of controls

This is the set of actions schools must take, as described in the guidance to all schools (link above). They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, **do not attend school**
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

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

Number 5 has been properly considered and Oakwood Junior School has implemented measure that suit and are relevant to our circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

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

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

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

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

Systems of control	Action
<p>Prevention of viral spread</p> <p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</p>	<p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 7 days, they are not to attend school. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the start of the autumn term.</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. In addition, the room that the child utilised will be immediately cleaned with disinfectant and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child is necessary, then disposable gloves, a disposable apron and a surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p> <p>The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves, or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace. (See below for more information about Test and Trace procedure.)</p> <p>There will also be a designated toilet assigned to children who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing gloves, disposable apron and a mask.</p> <p>The designated isolation spaces/toilets are as follows;</p> <ul style="list-style-type: none">- Class 14- Staff toilet nearest to Class 14 ~ a sign will be posted on the door to signal if the toilet is being used / has been used by a pupil. <p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of the year group bubble – it is a protective mechanism.</p> <p>This guidance also applies if an adult presents as unwell and is subsequently tested as positive. The following DfE sites give advice and guidance surrounding testing procedures.</p> <ul style="list-style-type: none">• https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested?utm_source=af7f6763-6a0f-46bf-924e-453d6eaf71a1&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate• https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works• https://www.nhs.uk/ask-for-a-coronavirus-test <p>Cases of COVID-19 should be reported to the East Midlands Health Protection Team - Dr Fu-Meng Khaw, Centre Director, PHE East Midlands, Seaton House , City Link, Nottingham , NG2 4LA Telephone: 0344 225 4524 in Public Health England using the online reporting system available. https://www.gov.uk/health-protection-team</p> <p>At home, if a person is in any doubt about their health, whether covid-19 related or not, they should stay at home. The school must be notified via the normal channels if staff are unwell. If a staff member or pupil, or a member of their family, has covid-19 related symptoms, please inform the school as this must be reported. Staff or pupils who live with someone showing symptoms must isolate for 14 days and be tested if symptoms arise.</p>

<p>Engaging in ‘Track and trace’</p>	<p>‘Track and trace’ measures will be put in place. How NHS Test and Trace will contact you You’ll be contacted by email, text or phone. Text messages will come from NHStracing. Calls will come from 0300 0135000.</p> <p>Staff members or parents will be asked to sign in to the NHS Test and Trace contact tracing website at https://contact-tracing.phe.gov.uk. If the individual cannot use the contact tracing website, they will call the member of staff or parent.</p> <p>Further information regarding the ‘Track and trace’ procedures can be found at https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/nhs-test-and-trace-if-youre-contacted-after-testing-positive-for-coronavirus/</p>
<p>Prevention</p> <p>2. Clean hands thoroughly more often than usual.</p>	<p>Pupils will be informed of social distancing rules and how to maintain good levels of personal hygiene to prevent infections.</p> <p>Adults and children are to wash their hands on the following occasions:</p> <ul style="list-style-type: none"> - Entry to school - Before/after break times - Before /after lunch - When they change rooms - Before leaving school - Anytime that they visit the toilet or cough/sneeze in to their hands. <p>Additional hand sanitisers are stationed in each classroom as well as at appropriate points in school i.e. the reception area for visitors and staff upon arrival, staff-room and the photocopying areas for increased hygiene as a ‘pinch point’ in the school.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year during ‘Step-Up September’ when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.</p>
<p>Prevention</p> <p>3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</p>	<p>During ‘Step-Up September’, children will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown in to the lidded bins in each classroom using the foot-pedal to open the bin and their hands must be washed afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc.), they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This will not a reason to deny these pupils face-to-face education.</p>
<p>Prevention</p> <p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	<p>At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment in a caddy. It will be stored appropriately within the classrooms. Additional cleaning has been arranged for the academic year. Mrs Dix will work throughout the school day and other cleaners have additional hours too, to ensure regular cleaning of common touch points, toilets, staffroom, library, photocopier area etc., throughout the day.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes</p>

ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.

Prevention

5. Minimise contact between individuals and maintain social distancing wherever possible.

The purpose of 'bubbles' is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Oakwood Junior School will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible..

Children will need to return to their new Classteacher on the first day in September.

Grouping the Children

There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.

The DfE guidance reads as follows:

"In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups."

In order for school to offer a curriculum that is best-placed to support 'catch-up' our bubbles will need to be in phases i.e year groups working as Year 3, Year 4, Year 5 and Year 6 bubbles. The reasons for this are as follows:

- All children will be able to be considered for catch-up interventions now that teaching support can work across phases. There would not be enough adults to support individual class bubbles.
- Our curriculum structure is based on year group bubbles and the sharing of resources and equipment to facilitate this. There would not be enough resources to support a broad curriculum if we used individual class bubbles.
- We can deploy staff internally to cover PPA/management time within a phase bubble model. If we were in class bubbles, we would need to buy in a supply teacher (no guarantee of bubble integrity therefore a last resort).
- Staggered entry/exit times and break/lunch times can be managed more effectively in phase bubbles rather than having 12 individual start/finish times. This measure would reduce that to 4 start/finish times.

Within the government guidance, it recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum, it is recognised in the guidance that '...teachers can still work across groups if that is needed, to enable a full education offer.'

Measures within the classroom

Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another.

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

Classrooms need to be adapted to support distancing where possible. Tables should face the front and children should sit side-by-side, not facing one another nor side on. Classrooms will be prepared as such ready for September.

Measures elsewhere

There will be no whole-school events where children and adults are required to congregate. If assemblies take place, they will be limited to year-group assemblies. Children will be required to distance during these assemblies rather than lining in tight rows.

The staff room will remain open to adults, however strict social distancing must be in place and where possible. It is important for your own wellbeing that you see colleagues and I encourage this, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms.

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

The start and end time of school will vary for each phase bubble:

Year 3: 8.50am – 3pm, children to enter and leave via Holbrook Road

Year 4: 9am – 3.10pm, children to enter and leave via Holbrook Road

Year 5: 9am – 3.10pm, children to enter and leave via Oak Drive

Year 6: 8.50am – 3pm, children to enter and leave via Oak Drive

Gates will open at 8.45am. Staff from the appropriate phase will be on the gates to support children and adults as they arrive at school. This way we will continue to reduce footfall of adults on site. Parents mustn't congregate at the 'drop-off' point, they must instead arrive on time and then depart.

Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles. This will be difficult for some families of multiple children and they will need to wait on the grass area outside the reception area, for siblings.

Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds. Parents will need to wear facemasks to enter the school site (Amendment from 2/11/20). If children cycle or scooter to school, then they are to use the storage area to lock their bike/scooter securely in the bike shed and then walk back to their entrance.

Parents must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents may wait with their children at the front of school, strictly following social distancing from other parents and children. Parents will be asked to drop off and leave, rather than remain on school grounds.

Given that the external school gates will be open at 2.55pm, no children will be allowed outside at that point and must have returned to their classrooms.

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

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

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

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

	<p>member’s or parents’ discretion if they wish to wear a face covering in school. This will continue to be reviewed as necessary.</p> <p>Other considerations</p> <p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise specialists, therapists and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. A pamphlet will be provided alongside the normal safeguarding procedures.</p> <p>Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by school. A record of all visitors must be kept to support NHS Test and Trace.</p> <p>In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned following use.</p> <p>Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe.</p> <p>Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, Mr Higgins will arrange phase group boxes of equipment to be used that is taken out and used exclusively by them. This is gathered back in at the end of their break/lunch time and cleaned.</p> <p>Pupils should not bring anything additional from home. There can be no ‘show and tell’. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the library.</p>
<p>Prevention</p> <p>6. Where necessary, wear appropriate personal protective equipment (PPE).</p>	<p>PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).</p> <p>The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:</p> <ul style="list-style-type: none"> - Face masks - Aprons - Gloves - Face shields <p>Children need to know that some adults might be wearing PPE and that it is ‘ok’. Class teachers will inform all pupils of the expectations and the possibilities of staff wearing PPE. https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</p>
<p>Response to any infection</p> <p>7. Engage with NHS Test and Trace.</p>	<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so. They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the ‘stay at home’ regulations.</p> <p>Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response. (Appendix 1)</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.</p> <p>If the test result is negative, the child can return to school assuming they would do so under normal circumstances. If the test result is positive, the child and family need to follow the ‘stay at home’ guidelines.</p>

<p>Response to any infection</p> <p>8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</p>	<p>School should contact the local health protection team:</p> <p>Cases of COVID-19 should be reported to: The East Midlands Health Protection Team Dr Fu-Meng Khaw, Centre Director, PHE East Midlands, Seaton House City Link Nottingham NG2 4LA</p> <p>Telephone: 0344 225 4524 in Public Health England using the online reporting system available. https://www.gov.uk/health-protection-team</p> <p>School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.</p> <p>The admin team will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.</p> <p>School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test.</p> <p>If the symptomatic child’s test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms.</p> <p>Oakwood Junior School will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>
<p>Response to any infection</p> <p>9. Contain any outbreak by following local health protection team advice.</p>	<p>Keep in contact with our Local Authority health protection team.</p> <p>If school has 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in a phase bubble lockdown, a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>

Section 2: School operations

Aspect of school	Action
<p>Transport</p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only 	<p>Dedicated school transport</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible, will not apply from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p>Wider public transport</p> <p>Children should not attend trips or visits if they are required to use public transport to get there. This seems like an unnecessary risk for Oakwood Junior School to instigate.</p>
<p>Attendance</p> <p>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children’s education, wellbeing and wider development.</p> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p>Attendance expectations</p> <p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support via our Learning Mentor.</p> <p>School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.</p> <p>Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority’s code of conduct).</p> <p>Pupils who are shielding or self-isolating</p> <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. We will support those parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.</p> <p>Where children cannot attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>Pupils and families who are anxious about return to school</p> <p>If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via a Teams/Zoom meeting / Phone meeting.</p> <p>These pupils are to be identified by school. School has called those parents who have children not engaging in home learning already and have a record of calls to families where vulnerabilities exist.</p>

Staff who are clinically vulnerable or extremely clinically vulnerable

Oakwood Junior School has planned to follow the full measures within the guidance, therefore most staff will return to the workplace as normal.

Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1st August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.

As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically –vulnerable people. Oakwood Junior School will deploy an individualised approach to maximise safety and well-being and mitigate the risk of illness.

Staff who may otherwise be at increased risk from COVID-19

Staff who are in the category of Black, Asian or Minority Ethnic Groups, are at a 'comparatively increased risk from coronavirus. The guidance states '... if people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks.' All BAME staff will have a 'personalised risk-mitigation plan' implemented for September, which will be reviewed regularly. Oakwood Junior School will accommodate additional measures where appropriate e.g. if there is a possibility of working from home, it will be encouraged. PPE is available at any time, each member of staff has their own bag of PPE to maximise protection and support for general well-being.

Deploying support staff and accommodating visiting specialists

As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.

Supply teachers and other temporary or peripatetic teachers

Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.

Likewise, peripatetic teachers, will be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week.

Staff taking leave

The government has set a requirement that people returning from some countries will be required to quarantine for 14 days. Staff will need to be mindful of this when arranging holidays.

Staff mental well-being

The school will provide regular opportunities for staff to talk about their mental health and experiences during the pandemic and the return to school. All procedures set during June will continue e.g. option for counselling.

All teaching staff will have a Risk Assessment with the SBM during the Autumn term, to enable opportunities for staff to raise any concerns they may have over health, risks or practice.

Initially, daily reviews of how we are all coping will take place, this will reduce to weekly as school becomes more settled into the new routines. Gradually this will reduce further to fortnightly, as staff become fully accustomed to working within the new parameters.

Members of the SLT will be actively present around school to provide additional support, advice and reassurance, as has been the case throughout the lockdown period.

Safeguarding	<p>All existing pre-covid safeguarding measures will return as normal, however the Learning Mentor and support staff, will need to consider additional time to ‘catch-up’ with those children requiring additional pastoral support as a result of prolonged absence from school. The school will update the Child Protection and Safeguarding Policy in line with new advice from the DDSCB.</p> <p>There will always be a Designated Safeguarding Lead on site and each concern will be managed in a holistic manner; all protocol will be duly followed. Safeguarding is a point of discussion and review on a daily basis.</p>
Catering	<p>The expectation is that the school kitchen will be open in Autumn term. Whilst policy and practices continue to embed, we will only serve grab bags as a school meal option for the first few weeks of term with a view to reviewing this and extend to hot meals. School is negotiating what exactly can be offered.</p> <p>Two year groups will have their lunches in the hall, Year 3 and Year 4, at different times, and using different tables in the dining hall.</p> <p>Year groups 5 and 6 will use their class areas, courtyard areas or the grass areas outside to eat their lunch.</p> <p>Grab bags need to take in to account dietary requirements as the kitchen normally would.</p>
Lunch and break times	<p>Midday supervisors will continue to support the supervision of lunchtimes but they will be allocated to phase bubbles that cannot mix. Phase 3/4 bubble will be allowed to use the school hall given that they are more likely to have more accidents with food. The space will need to be cleaned both before and after use.</p> <p>A rota will be drawn up to ensure that only members of staff within appropriate bubbles supervise their bubbles at break times. The playground will be split in to zones and allocated to bubbles to avoid any cross-contamination.</p> <p>Timings of lunchtimes will be staggered, as will break times:</p> <p>Break times</p> <ul style="list-style-type: none"> ➤ Year group 3: 10.15am – 10.30am ➤ Year group 4: 10.35 – 10.50am ➤ Year group 5: 10.35 – 10.50am ➤ Year group 6: 10.15am – 10.30am <p>Lunch times</p> <ul style="list-style-type: none"> ➤ Year 3: 12 – 12.45pm ➤ Year 4: 12.15 – 1pm ~ children will go into the hall at 12.30 to eat their lunch. ➤ Year 5: 12.15 – 1pm ➤ Year 6: 12 – 12.45pm <p>On some occasions, support staff will be required to help to supervise the children whilst they eat and then support in cleaning the room before children go out for their playtime as has been the case during the Summer term, to uphold the desired hygiene levels required.</p> <p>Whilst children are outside, members of staff are to have their lunch. This can continue in to the afternoon lesson time to ensure all are well-rested i.e. the teacher will deliver the start of the afternoon without support staff (or the other way around) so that everyone can have sufficient time, if there are not enough midday supervisors to support.</p>
Estates	<p>Dave Rolph, the school’s site-manager, will conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>Teachers need to ensure that classrooms have good ventilation (open windows and doors).</p>
Educational Visits	<p>School trips are permitted to resume however the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance. Due to this, we shall avoid organising a trip during the Autumn term.</p>

After-school clubs	After school clubs are permitted to commence. Children attending clubs will ideally need to be kept in separate phase bubbles, however that might not be possible due to limited staff numbers and children attending, therefore the children will need to remain in small consistent bubbles, observing very good hand hygiene.
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Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p>Curriculum expectations</p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>Oakwood Junior School will implement a bespoke 'recovery / reconnect curriculum'. We will apply our curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time, with additional intervention for those year groups that have less time to 'catch-up'. However, we will have a period of adjustment in September that we will brand as 'Step-Up September'.</p> <p>During this period, children will be reminded of all of their hard work during the previous year and we will 'reset' the expectations so that children know that we are expecting of them on their return to school i.e. great learning behaviours.</p> <p>A tiered document that outlines the 'Step-Up September' plan will be produced and shared so that all parties are aware of the focus in the returning months. Tier 1 will focus on the universal messages that we need to re-establish, tier 2 will share enhanced measures of procedures already in place, and tier 3 will outline targeted support and specialist intervention for those pupils who are displaying the need for extra support.</p> <p>Our September 2020 curriculum will be as planned, however more time will need to be devoted to ensure the teaching of reading, as it underpins all areas and encouraging Reading for Pleasure, so that our curriculum offer is aligned to our improvement plan.</p> <p>We will return to the normal teaching of all subjects in the autumn term following an initial general assessment phase via our 'Reconnect Curriculum'.</p> <p>Formative assessment will be used to a greater extent so that teachers can tailor the teaching and planning and this will support our 'Step-Up September' approach.</p> <p>Remote education will become a focus in the sense that it will become integrated in to the school curriculum. Class teachers will retain the use of Class Dojo and upload information to class stories to maintain contact and links with parents. Oak National Academy lessons will be used periodically throughout the curriculum so that children are comfortable with the content and format in readiness to reverting to that way of working should local lockdowns or a national lockdown be imposed.</p> <p>The Relationship and Sex Education element of our new curriculum will be planned and consulted on with parents during the Spring term. There is now leeway to defer the implementation of that curriculum content until the summer term 2021.</p>
<p>Specific points for Key Stage 2</p>	<p>For pupils in key stage 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. This is of paramount importance and we shall prioritise this to enable pupils to make accelerated progress in this area, to enable them to access all other areas of learning effectively.</p> <p>The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p> <p>We have revised our curriculum and will review this regularly throughout the academic year, to ensure it is up-to-date and embraces events in the community and wider areas around us.</p>
<p>Music</p>	<p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in</p>

	<p>groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another. This has implications for our music curriculum and adjustments will need to be made.</p> <p>We believe that children need to continue to sing as this plays a very positive effect on well-being. Teachers will need to deploy support staff appropriately to split their classes into two groups and use this strategy when teaching new songs.</p>
Assemblies	<p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>As mentioned earlier, year group assemblies may take place. However, pupils will sit in a socially distanced style. Each phase will have at least one assembly per week, led by the Headteacher or Deputy. Other classes may use the Oak National Academy assemblies on their IWB's in the classrooms.</p>
Physical activity in schools	<p>PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Contact sports are to be avoided.</p> <p>External coaches can still be used to deliver PE sessions as long as they also follow the protective measures.</p>
Pastoral support	<p>The pastoral team will ensure that appropriate materials are on hand to support children's wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, Mr Simon, is to be informed so that specific interventions can take place. Mr Simon will need to ensure that he distances appropriately during meetings, given that he will be required to work across phases.</p>
Behaviour expectations Poor behaviour could result in close contact between children and children or children and adults leading to an increased risk of viral spread	<p>The current approved behaviour policy coronavirus amendment will still apply.</p> <p>During 'Step-Up September', expectations of behaviour will be revisited and the school's values will be revisited. The values will be widely discussed so that the ethos of the school improves further with a huge focus on 'positivity' and the impact of giving compliments to each other. The climate and culture needs to remain one of high expectations and respect for one another.</p> <p>Children will wear full uniform; Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p> <p>It may be that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. It is vital that our Paul Dix inspired behaviour policy is strictly adhered to by all staff.</p> <p>We will update the behaviour policy to include guidelines for movement within school and new hygiene rules and take account of the principles of 'Paul Dix'.</p> <p>It may be that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour.</p> <p>It is vital that our Paul Dix inspired behaviour policy is strictly adhered to by all staff i.e. that staff attitudes can have a direct impact upon pupils' behaviour.</p> <p>All staff will need to use their 'ACER's' training to support the pupils who may have experienced distressing circumstances during the lockdown period.</p>

<p>Pupils' Wellbeing and Support <i>Pupils may be experiencing a variety of emotions in response to the coronavirus outbreak, such as anxiety, stress or low mood.</i></p>	<p>Children will be supported in the rebuilding of friendships and social engagement during 'Step-up September'.</p> <p>Teachers will address and equip pupils to respond to issues linked to the coronavirus in an appropriate style. Children may need help to support their resilience, mental health and wellbeing, including over anxiety, bereavement and sleep issues. Teachers will use stories, assemblies, PSHE curriculum etc., to support with this and this is where the 'Reconnect' Curriculum will help. Reflective time and opportunities for talk will be timetabled into each day.</p> <p>Each class will have</p> <ul style="list-style-type: none"> • Communication boxes • First Aid Kit for Feelings and mindfulness bags will be promoted <p>Any child who is particularly distressed or having emotional difficulties may be referred to our school counsellor, following parental consent and dialogue.</p>
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Section 4: Assessment and accountability

Aspect of school	Action
<p>Primary Assessment</p>	<p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The KS2 tests are as follows:</p> <ul style="list-style-type: none"> • the year 4 multiplication tables check • key stage 2 tests and teacher assessment • statutory trialling <p>We will prepare for these in the same manner as has been done in previous years.</p> <p>The Standards and Testing Agency is reviewing requirements for the phonics screening check in Year 2 (following the cancellation of the 2020 assessment) and also arrangements for implementation of the engagement model (for the assessment of pupils working below the national curriculum and not engaged in subject specific study) and will provide an update to schools before the end of the summer term. This may have an impact upon Year 3 and will be reviewed upon receipt of further information.</p> <p>Teachers will perform baseline assessments and record the core subject areas on the O-track system in the first half of the Autumn term.</p>

Section 5: Contingency planning for outbreaks

Aspect of school	Action
<p>A local outbreak</p>	<p>If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.</p>
<p>Remote education support</p>	<p>Oakwood Junior School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown. We have a Remote Learning policy that outlines our current practice from 2/11/20, which is available on the school website. We have appointed a Remote Learning Teacher who will liaise with all parents where pupils are in isolation due to COVID. Our immediate response will be the following:</p> <ul style="list-style-type: none"> ➤ Children are to take home their individual stationery packs and their current exercise books ➤ Adults will share lessons via Class Dojo, often in reference to Oak National Academy lessons that are tailored for the objectives in the primary curriculum.

- Teachers will then be able to meet with children that require additional support through Zoom meetings online. Those children not requiring support to complete work will not be required to log on for a Zoom meeting.
- Children will be able to take photos of their learning and upload to the Class Dojo page so that teachers can monitor progress and offer supportive feedback if appropriate.

Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. More detail on Oak National Academy can be found here (<https://www.thenational.academy/information-for-teachers>).

Where children cannot access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household, however this should be somewhat mitigated due to the distribution of laptops to certain pupils.

The principles for delivery will be as follows:

- Children will receive learning opportunities for a range of subjects each day
- Learning will be sequenced as per our current curriculum model
- High quality explanations will be made by the teacher using video links from school or through curriculum resources such as Oak National
- Work will be checked through uploads to Class Dojo
- Teachers will be available via Zoom, so that they can further tailor the learning as a result of feedback. Often this will be after the Oak National Academy lesson has been completed.
- Lessons will be of the equivalent length of a normal school day.
- Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the learning support team.

Oakwood Junior School will keep pupils and parents adequately updated about any changes to infection control procedures as necessary. This will be placed on the 'Parenthub' App, the school website and the Class Dojo platform.

The school will communicate with parents via letter / Parenthub, regarding any changes to school procedures which are affected by the coronavirus pandemic, whether their child will be able to attend school, and what protective measures the school is implementing to keep their child safe.

This risk assessment is underpinned by the DfE guidance and takes into account the Local Authority's guidance as exhibited in the following diagram:

SCHOOL ASSESSMENT

- › Communicate and monitor local knowledge of COVID-19 cases and prevalence
- › Monitor student and staff absences
- › Ability to screen students and employees for symptoms or history of exposure to COVID-19
- › Adequate staffing (for additional cover)
- › Adequate space for social distancing
- › General school hygiene facilities e.g. regular cleaning, sanitisers
- › Adequate wash facilities and changing rooms
- › Intensify cleaning and disinfection
- › Adequate dining facilities
- › Appropriate curriculum

STUDENT ASSESSMENT

- › Transportation
- › Behavioural assessment
- › Adequate personal equipment and stationary
- › Provision of lunch where relevant
- › Awareness and importance of social distancing
- › Training on hygiene at school and after school

TEACHER/STAFF ASSESSMENT

- › Individual risk assessment*
- › Training in social distancing
- › Training in personal protective behaviours
- › Remote teaching or other adjustments (if high risk)
- › Training on health and safety protocols

FAMILY/CARERS ASSESSMENT

- › Individual family member risk assessment*
- › Family make up e.g. multigenerational family
- › Family members shielding or high risk
- › Training in personal protective behaviours
- › Training in social distancing
- › Encourage to assess and report child for signs and symptoms of possible COVID-19

***INDIVIDUAL RISK ASSESSMENT**

Six factors need to be considered:

- | | |
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| <ol style="list-style-type: none"> 1. Age: Those aged over 70 have already been identified clinically vulnerable 2. Sex 3. Clinically vulnerable people: Those with underlying health conditions or co-morbidities | <ol style="list-style-type: none"> 4. Ethnicity: Those of BAME appear to be at increased risks, particularly aged above 55 or have co-morbidities 5. Pregnancy in particular those who are over 28 weeks or have underlying health conditions 6. Disabilities identified which may be the subject of reasonable adjustments |
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Oakwood Junior School

Process flowchart: What to do if there is a suspected or confirmed case of COVID-19 in school

