

Roles and Responsibilities

Plans should contain a clear description of who within each setting is responsible for different elements of the outbreak plan and any additional control measures that should be in place. The plan should contain contact details for each role and include consideration of how to make contact outside of school hours where appropriate. Roles within the setting relating to the Contingency Framework and related control measures:

Role	Contact Details		
School Headteacher / Leadership Team	Matthew Hover head@chesterbluecoatce.cheshire.sch.uk	Rachael Wilton-King r.orme@chesterbluecoatce.cheshire.sch.uk	Amanda Ellis-Rushton a.ellis_rushton@chesterbluecoatce.cheshire.sch.uk
	Cheryl Siddall c.siddall@chesterbluecoatce.cheshire.sch.uk SENDCo		Jacqui Jaworski j.jaworski@chesterbluecoatce.cheshire.sch.uk EYFS
School Governors	Christine Russell c.russell@chesterbluecoatce.cheshire.sch.uk		
Testing	Matthew Hover head@chesterbluecoatce.cheshire.sch.uk		
Communications	Amanda Ellis-Rushton a.ellis_rushton@chesterbluecoatce.cheshire.sch.uk		Shirley Khalifa s.khlaifa@chesterbluecoatce.cheshire.sch.uk Family Support
Buildings and Site Maintenance	Rob Wilson rwilson@chesterbluecoatce.cheshire.sch.uk		
Remote Learning	Matthew Hover head@chesterbluecoatce.cheshire.sch.uk		
In school events	Rachael Wilton-King r.orme@chesterbluecoatce.cheshire.sch.uk		
Out of school events and trips	Clare Wilkinson c.wilkinson@chesterbluecoatce.cheshire.sch.uk		
Transport	Matthew Hover head@chesterbluecoatce.cheshire.sch.uk		

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This plan has been created in line with the latest government advice regarding contingency planning as set out in the DfE's '[Contingency framework: education and childcare settings](#)' and '[Schools COVID-19 operational guidance](#)' documents. The government has made it a national priority that education and childcare settings should continue to stay open as much as possible during the coronavirus (COVID-19) pandemic. Any restrictions on education would only be as a last resort and should only be initiated following a ministerial decision on a case-by-case basis.

We have confirmed with the DfE that the 'outbreak management plan' that schools should have in place, according to DfE guidance, is the same as the contingency plan. We have used the phrase 'contingency plan' throughout.

Where the criteria for taking additional action above have been met within a setting further advice should be sought. **Settings should contact the DofE Helpline in the first instance:**

Agency	Contact
DfE Helpline	0800 046 8687, option 1
PHE Health Protection Team	0344 225 0562
Cheshire West and Chester Outbreak Hub	HealthProtectionSecure@cheshirewestandchester.gov.uk

The aim of this plan

If our school or local area sees an extremely high prevalence of coronavirus (COVID-19) infection rates and existing measures in our community have failed to reduce this, the appropriate authorities will decide which additional measures to implement to help contain the spread. These measures may involve implementing a number of restrictions, which could include the partial closure of schools and childcare settings in our area. Measures may also be necessary to help minimise the impact from new coronavirus variants.

This contingency plan, also known as an 'outbreak management plan', outlines how the school will operate if further restrictions are implemented. The school will work closely with the local health protection team (HPT) and implement provisions as advised by the team.

This is a live document that will be reviewed by the headteacher, in conjunction with other key stakeholders, as and when the situation develops.

Restrictions to attendance

The government has advised that all schools should continue to operate as normal and that all pupils should attend school unless required to self-isolate.

The contingency framework is designed to act as a containment measure where:

- There is extremely high prevalence of coronavirus.
- Other measures have already been implemented.
- There is a need to minimise the impact from a new coronavirus variant.

Restrictive attendance measures, of the kind set out in the contingency framework, must not be implemented by schools without the explicit agreement of the DfE.

Restricting attendance in any form will only be used as a last resort, initiated following a ministerial decision. Where restrictions to attendance are implemented following government advice, they will be kept to a minimum, allowing for the maximum number of pupils to attend education; however, in all circumstances, priority will be given to vulnerable pupils and the children of critical workers to attend full time.

As part of their outbreak management responsibilities, LAs, Directors of Public Health, and HPTs may advise individual settings or a cluster of closely linked settings to limit attendance in one of the ways described in this section.

Where LAs judge that wider containment action is needed and wish to limit attendance within an area, they will work with their Regional Partnership Team to escalate a proposal to the central Local Action Committee command structure.

School-based nurseries in primary schools will have the discretion to follow the arrangements set for the primary school. Unless advised otherwise, the school will allow all pupils to attend. If the contingency framework is implemented, the school will only allow the following pupils to attend on-site provision:

- Vulnerable pupils
- Children of critical workers

- Pupils in Reception and Years 1 and 2, where advised by the DfE

High-quality remote education will be provided for all pupils not in attendance, in line with the Pupil Remote Learning Policy.

The school will lift restrictions as soon as it is advised by the government that it is appropriate to do so.

Infection prevention and control

The school's Infection Control Policy will continue to be adhered to – this policy meets the requirements set out in the DfE's system of controls.

Any member of the school community who displays symptoms of coronavirus will be required to self-isolate and encouraged to get a confirmatory polymerase chain reaction (PCR) test. Tests can be booked online or ordered by telephone via NHS 119. Critical workers, including school staff, have priority access to testing.

School should continue to be provided with rapid-result lateral flow device (LFD) testing kits, which include PPE, to identify asymptomatic cases of coronavirus. LFD testing is advised to continue, twice weekly, as in the previous academic year.

If a variant of coronavirus classed as a variant of concern (VoC) is identified within the school's geographical area, the school will partake in targeted testing by the Department of Health and Social Care (DHSC) to help suppress and control any possible new cases. The school will also adhere to advice from Directors of Public Health in relation to the temporary reintroduction of face coverings.

If a pupil develops symptoms of coronavirus while on site, they will be taken to a designated isolation area while they wait to be collected. If required, the pupil will be supervised while they await collection. If the supervising member of staff is unable to socially distance, e.g. due to the pupil's age or needs, they will wear PPE.

After the pupil has left the premises, any areas they were in will be cleaned. The pupil's parents will be encouraged to get their child tested with a confirmatory PCR test as soon as possible. The pupil will be required to self-isolate for at least 10 days – remote education will be arranged for them immediately.

If a staff member develops symptoms while on site, they will be directed to go home immediately to self-isolate and to get a PCR test. Cover arrangements will be put in place.

Any staff members or pupils who have been in close contact with a symptomatic individual at school will not need to self-isolate unless they develop symptoms themselves. Fully vaccinated adults, and pupils under the age of 18, who have been identified as close contacts of a positive case via the NHS Test and Trace service, will not need to self-isolate unless advised by a healthcare professional. Individuals also do not need to self-isolate if:

- They live in the same household as someone who has tested positive for coronavirus, unless they develop symptoms themselves.
- They have taken part in or are currently part of an approved COVID-19 vaccine trial.
- They are not able to get vaccinated for medical reasons.

Adults who receive their second dose of the vaccine close to 16 August will need to continue to follow the same rules as unvaccinated adults until two weeks after their second dose. Unvaccinated adults and adults who have only had one dose of the vaccine will need to continue to follow the rules on self-isolation if they have been identified as a close contact of a positive case.

If a pupil or staff member is admitted to hospital with coronavirus, the school will contact the DfE helpline on 0800 046 8687 and select option 1. The school may be offered public health support in managing risk assessments and communicating with staff and parents.

It is important to think about taking extra actions if the number of positive coronavirus cases in the school substantially increases, as this could indicate that coronavirus transmission is happening in school.

The following thresholds will be used as an indication of when to seek public health advice, whichever is reached first:

- Five children, pupils, students or staff who are likely to have mixed closely, test positive for coronavirus within a 10-day period
- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for coronavirus within a 10-day period

When a threshold is reached, the school will review and reinforce the testing, hygiene and ventilation measures already in place. The school will also consider:

- Whether any activities can take place outdoors, e.g. exercise, assemblies, or classes.
- Ways to improve ventilation indoors that will not significantly impact thermal comfort.
- One-off enhanced cleaning, focussing on touch points and any shared equipment.

A director of public health may provide the school with advice that reflects the local situation. In areas where rates of positive cases are high, this could mean that the thresholds for extra actions are higher than the threshold set out above.

The school will seek additional public health advice if there is concern regarding transmission in the school, either by phoning the DfE helpline on 0800 046 8687 or in line with other local arrangements. The school will also refer to the government's [contingency framework](#) for further information.

The individual's close contacts at school – where they do not fulfil the criteria outlined in this section of the contingency plan – will be contacted by the NHS Test and Trace, and advised to take a PCR test. If more individuals test positive, the school will follow advice from the local HPT, which may include requiring more people to self-isolate. Staff who do not need to isolate and young people under the age of 18 years and six months who have been identified as a close contact should continue to attend school as normal.

As the result of an outbreak during step 4 of the coronavirus recovery roadmap, a temporary requirement could be implemented for staff to resume wearing face coverings in areas other than crowded spaces where they are likely to come into contact with others they would not normally meet. This may include face coverings being reintroduced in communal areas and classrooms for members of staff. The school may also be required to reintroduce the use of bubbles in order to resume social distancing and limit the transmission of coronavirus. The school will adhere to any conditions set out by the local HPT.

Transport

Pupils and staff attending school will be encouraged to walk or cycle wherever possible and to avoid public transport. The government has removed the legal requirement to wear face coverings but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet – this includes public and dedicated transport to schools. If pupils and staff need to use public or dedicated transport, they may be asked to wear a face covering while travelling, unless exempt in line with government guidance, e.g. due to a disability.

Transport services to and from the school will continue to operate as normal during times of local restriction where pupils are still attending. In the event that such services are not able to operate as normal, the headteacher will consider alternative options and communicate these to all parents and pupils in advance.

Teaching and learning

If restrictions to on-site education are required, the school will offer immediate access to high-quality remote education for all pupils who are required to remain at home. All remote learning will be delivered in line with the school's Pupil Remote Learning Policy.

Where advised during a local outbreak, further restrictions may be enforced with regards to certain musical and drama activities, e.g. singing, for pupils attending on-site provision, to help reduce the risk of transmitting coronavirus via aerosols. Restrictions may also be reintroduced to contact and indoor sports. The school will follow the advice provided by the local HPT.

The school will use a range of remote teaching methods to cater for all different learning styles.

Teachers will ensure lessons are suitable to the class group's age and ability, inclusive for all pupils, and will be adapted, where necessary, to account for the needs of disadvantaged pupils and pupils with SEND.

When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Provide opportunities for interactivity, e.g. questioning and reflective discussion.
- Provide scaffolded practice and opportunities to apply new knowledge.
- Enable pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

In exceptional circumstances, we may reduce the curriculum offer to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

The school will utilise the support available through the DfE's ['Get help with technology during coronavirus \(COVID-19\)'](#) scheme. Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

- Pupils in Years 3 to 6
- Clinically extremely vulnerable pupils across all year groups who are not attending school in line with government and/or clinical advice
- Pupils in all year groups whilst attending school on a hospital site
- Pupils in any year group who have been advised to shield because they, or somebody they live with, are clinically extremely vulnerable

Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.
- Arrangements follow the procedures outlined in the school's Loaning School Equipment Policy.

Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

Returning to school

The headteacher will work with the LA to ensure pupils only return to school when it is safe for them to do so. Prior to the return of more pupils and staff, all relevant risk assessments will be reviewed.

Where advised to do so by a Director of Public Health and/or the local HPT, the school may encourage staff to undertake LFD tests at home prior to their return to school and/or for a period of time following their return. The school will continue to recognise that testing is voluntary.

The headteacher will inform staff, pupils and parents, prior to the return to school, whether any further restrictions, such as the use of bubbles and face coverings, have been resumed.

After a period of self-isolation, or the relaxation of restrictions, the headteacher will inform parents when their child will return to school.

The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

Safeguarding

Ensuring safeguarding arrangements remain effective during periods of restricted attendance is a key priority. Our Child Protection and Safeguarding Policy has been updated to include provisions for keeping pupils safe during the coronavirus pandemic, both at home and in school – we will continue to follow these procedures for pupils who remain at home, where appropriate, until all pupils are able to return to school.

We will continue to ensure that:

- The best interests of pupils always come first.

- If anyone in the school has a safeguarding concern about a pupil, they act immediately.
- A DSL or deputy DSL is always available.
- Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site.
- Pupils who remain at home are protected when they are online.

A trained DSL or deputy will remain on-site where possible. Where this is not possible, e.g. they are required to self-isolate, the school will ensure that the DSL or deputy, or a DSL or deputy from another school, are available to contact at all times. In addition, the headteacher will take responsibility for coordinating safeguarding on-site during this time.

Wraparound care

The school's wraparound care (both indoor and outdoor provision) will be provided to all pupils; however, where restrictions are required, wraparound care will only be provided on-site to pupils who are eligible to attend school full time.

Food provision

We will provide meal options for all pupils who are attending school.

We will provide FSM vouchers or food parcels to eligible pupils who are not attending school, where they:

- Are self-isolating.
- Have had symptoms or have tested positive.
- Are not attending due to the implementation of local restrictions advised by the government.

Communication

The school will communicate its plan for addressing any imposed restrictions with parents, including in relation to:

- Opening arrangements.
- Access for specific targeted groups where applicable, such as certain year groups, vulnerable pupils and children of critical workers.
- Any reviews of the school's protective measures as part of our risk assessments.
- The arrangements for remote working.

All relevant stakeholders will be kept up-to-date with the circumstances of any imposed restrictions and how these affect the school as the situation develops.

If any member of the school community wishes to discuss any concerns relating to the school's provision during this period, they should contact the following as appropriate:

- Staff – their line manager

- Pupils – their class teacher or member of pastoral staff
- Parents – the headteacher

Monitoring and review

This plan will be reviewed continually, by the headteacher, in line with guidance from the government and Public Health England (PHE).

Any changes to the plan will be communicated to all relevant stakeholders as soon as possible.

Dated: 1st September 2021

Signed:  M Hover (Headteacher)

Approved by Governors: TBC

Update:

Appendix 1 – Risk Assessment and Routines

Aspect	Measures to Implement	DfE Guidance	Notes	Risk
Communication	<ul style="list-style-type: none"> ▪ Regular communication to be via Email. If messages need to get to staff quickly, school to use staff WhatsApp group. ▪ Please also note that our new school telephone number is 01244 455275. 	<ul style="list-style-type: none"> ▪ Ensure all changes and amendments are communicated to all staff 		M
Staffing	<ul style="list-style-type: none"> ▪ All staff back to normal contracted time. ▪ All staff back working in school. ▪ Admin staff all back in Office. ▪ PPA to be delivered as planned by various staff, Music Service and PS. ▪ Additional or peripatetic staff return as usual. 	<ul style="list-style-type: none"> ▪ Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply: <ul style="list-style-type: none"> a. they are fully vaccinated b. they are below the age of 18 years and 6 months c. they have taken part in or are currently part of an approved COVID-19 vaccine trial d. they are not able to get vaccinated for medical reasons ▪ Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so. ▪ Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport. 		M
Pupils	<ul style="list-style-type: none"> ▪ All pupils expected to return full time. ▪ Any pupils potentially missing to be checked on. ▪ Uniform to be worn as normal and this continues to need changing or cleaning regularly. ▪ The provision of 1:1 individual support is not limited by the need for adults to socially distance. However, 1:1 staff should work at an appropriate distance where possible. Staff may wear PPE should they feel more comfortable to do so. 	<ul style="list-style-type: none"> ▪ School attendance is mandatory for all pupils of compulsory school age and it is a priority to ensure that as many children as possible regularly attend school. ▪ Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness). ▪ For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the school attendance guidance. ▪ All clinically extremely vulnerable (CEV) children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend. 		H
Behaviour Policy	<p>Expectations for behaviour have been communicated to all staff and are displayed in each room.</p> <p>Children to be reminded of the expectations as part of their reintroduction process. Regular revisits of rules and expectations are given to pupils.</p> <p>3 key words to be revisited. Safe, Ready, Kind.</p>			M

	<p>Consistent, calm adult behaviour:</p> <ul style="list-style-type: none"> ▪ Don't shout or respond emotionally to poor behaviour. Recognise where the child is at and where you are at. ▪ Responses are always rational and planned. Help them to reason, problem-solve or help the, to calm until they reach a state where they can reason / problem-solve. ▪ Adult behaviour is deliberately modified to make the team effort consistent. ▪ Your model of being a rounded human being does a lot of the heavy lifting. Be the unprovokable adult. Make the connection between their behaviour and the standards you expect in your lesson. <p>Teach our children to respond and not react. Teach composure and remain composed ourselves. Relate to the myHappyMind resources around the brain. Teach children breathing techniques to remain calm. Praise regularly in public. Use Recognition Boards. Communicate over and above to parents.</p>			
<p>Actions</p> <ul style="list-style-type: none"> ▪ Review routines in light of feedback from staff and families – communicate regularly with parents re. expectations. 				
<p>PPE and Lateral Flow Testing (see separate Risk Assessment)</p>	<ul style="list-style-type: none"> ▪ All staff to continue Lateral Flow Testing initially, twice per week as per last academic year. This includes those who have had double vaccinations. Please see separate Risk Assessment for this. Note, anyone with an allergy to latex should be cautious when administering the test as the swabs contain latex. LFD testing will be reviewed regularly. ▪ All staff have had specific PPE training using the resources we have in school, delivered by a qualified medical PPE trainer. ▪ The PPE available in our school does not meet the standards of those in medical situations. We are only able to provide what we can source. ▪ Face coverings should not be worn routinely by staff for all activities. Staff can choose to wear a face covering, especially when in close contact with pupils and other adults. A small amount of face coverings and visors are available in school or staff can supply their own. Note, Blayco PF-01 Face Visors contain latex. 	<ul style="list-style-type: none"> ▪ Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas. ▪ The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to school or college. ▪ Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed. 		H
<p>Actions</p> <ul style="list-style-type: none"> ▪ Monitor use, storage and disposal of PPE 				

<p>Class Size and Groups</p>	<ul style="list-style-type: none"> ▪ All children will be back to school as normal, including our new starters in Nursery and Reception who have a period of induction. ▪ There will be no bubble system, children will be able to mix with other year groups, where appropriate. This will also allow us greater flexibility in curriculum delivery as well as being able to reintroduce whole school Collective Worship. We will no longer need to make alternative arrangements to avoid mixing at lunch. ▪ We will operate some staggering of lunchtimes, in order to ensure that appropriate supervision can be made. 	<ul style="list-style-type: none"> ▪ We no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term. ▪ As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and you no longer need to make alternative arrangements to avoid mixing at lunch. ▪ You should make sure your contingency plans (sometimes called outbreak management plans) cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups. ▪ Any decision to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education. 	<p>M</p>	
<p>Actions</p> <ul style="list-style-type: none"> ▪ All staff to refer to the Contingency Plan 				
<p>Physical Building – ensure adequate ventilation</p>	<p>Doors to be wedged open at all times, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. Ventilation is an essential part of the safety process in order to increase the air flow into the building – windows and doors should be open at all times, but we will balance the need for increased ventilation whilst maintaining a comfortable temperature.</p> <p>Bags and pencil cases can be brought in, should children wish to.</p> <p>Isolation Rooms Downstairs in Meeting Room. Upstairs in SEN room. Additional space in Y6 intervention room if needed. All non-essential items removed from isolation rooms and PPE available.</p> <p>Office Main doors closed at all times. No routine admission into office area – sign on the door to knock and wait before entering. Enquiries at window.</p> <p>Families informed to phone or email.</p> <p>Perspex sheets installed to limit face-to-face contact.</p>	<p><u>Hand hygiene</u></p> <ul style="list-style-type: none"> ▪ Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser. <p><u>Respiratory hygiene</u></p> <ul style="list-style-type: none"> ▪ The 'catch it, bin it, kill it' approach continues to be very important. ▪ The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene. <p><u>Use of personal protective equipment (PPE)</u></p> <ul style="list-style-type: none"> ▪ Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the use of PPE in education, childcare and children's social care settings provides more information on the use of PPE for COVID-19. <p><u>Keep occupied spaces well ventilated</u></p> <ul style="list-style-type: none"> ▪ When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained. ▪ You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays. ▪ Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. ▪ If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply. ▪ Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations. 	<p>M</p>	

		<ul style="list-style-type: none"> ▪ Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so). ▪ You should balance the need for increased ventilation while maintaining a comfortable temperature. 		
Actions <ul style="list-style-type: none"> • Monitor use of routines and get regular feedback from staff and children 				
Teaching, Learning and Curriculum	<p>Programme of mental health and wellbeing being delivered to continue.</p> <ul style="list-style-type: none"> • MyHappyMind programme to continue, regular sessions and follow up – once weekly. <p>Full curriculum to be delivered in all aspects.</p> <p>Online curriculum will be reinstated where appropriate.</p> <p>Process for Home-Learning</p> <p>Home-Learning Packs to be produced for children who have to isolate – regular contact from class teacher and office. Review of systems and processes to take place and migration from School Spider to Microsoft Teams to occur over the next term, through direct training and practice.</p>	<p>Refresh the timetable:</p> <ul style="list-style-type: none"> • consider which lessons or classroom activities could take place outdoors 		L
Actions <ul style="list-style-type: none"> ▪ SLT will monitor the curriculum offer. 				
Timetable for Day	<p><u>Nursery</u></p> <ul style="list-style-type: none"> ▪ Start 9am ▪ Split in to morning and afternoon sessions ▪ End 3pm <p>Start of the Day (R-Y6) 8.45am End of the Day (R-Y6) 3.10pm</p> <p>Children will come through the same allocated doors for each year group:</p> <ul style="list-style-type: none"> ▪ Reception – through classroom doors, main playground. ▪ Year 1 – through classroom doors, Bouverie Street side. ▪ Year 2 – through classroom doors, main playground. ▪ Year 3 – through single doors at bottom of staircase, Bouverie Street side. ▪ Year 4 – double doors between Reception and Year 2 classes, main playground. 			M

	<ul style="list-style-type: none"> ▪ Year 5 – through double doors onto main corridor, Bouverie Street side. ▪ Year 6 – doors between opposite bike sheds, main playground. <p>Break time EYFS/KS1 10.15am – 10.30am Break time KS2 10.30 am – 10.45am Afternoon Break KS1 2.10pm – 2.25pm</p>			
Lunchtimes	<p><u>11.45 – 12.45</u> 11.45 Year 1 go straight into lunch – once they have finished, they can go onto the quiet side of school all the way up to New nursery building to play.</p> <p>Suggestion: Year 5 buddies support the Year 1 in their play.</p> <p>Year 2 go straight outside to play on lower playground – fast play until called for lunch.</p> <p>Year 3 go out to play onto MUGA or fast play until called for lunch.</p> <p><u>After lunch and until 12.45</u> Year 2 and 3 football on MUGA other children can play in any space including fast play or on the field (weather permitting) AFTER they have had their lunch.</p> <p><u>12.15 – 1.15</u> Year 4 go straight into lunch - when finished they can play anywhere but not football on the MUGA until Y2 3 go inside. Year 5 and 6 go outside football on the field. Year 6 top for football Year 5 bottom for football.</p> <p>If not playing football, then can play anywhere- fast play/ MUGA/ field.</p> <p>Reception – when they start, they will initially stay in the fenced off area – SUPPORTED BY Y6 CHILDREN WHO ARE THEIR BUDDIES.</p> <p>Their dinner will start at 11.30am.</p>	<ul style="list-style-type: none"> ▪ Staggering lunch breaks – children and young people should clean their hands beforehand. 		M

	<p>NURSERY – to ensure we have MDAs available to support lunch duty, it would be necessary for lunch cover to start after 12.45pm.</p> <p>In the hall - ALL children sandwiches and dinners together Once finished they can go outside and play.</p>			
<p>Premises checks</p>	<p>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</p> <ul style="list-style-type: none"> ▪ School in daily use now in all areas. Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use. <p>Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers</p> <ul style="list-style-type: none"> ▪ Boilers serviced and repaired. ▪ Hot water generation servicing to continue in line with manufacturers’ criteria. ▪ Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. ▪ Regularly check hot water generation for functionality and if required, temperature recording ▪ If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out. <p>Gas safety</p> <ul style="list-style-type: none"> ▪ Serviced and repaired as above. ▪ Do not isolate gas supplies to boilers and hot water generation ▪ To avoid the risk of leaks and dangerous build-up of gases, isolate gas supplies where not in use, e.g. science labs and prep rooms, design and food technology classrooms, and school kitchens. Otherwise, gas services should remain in normal operation. ▪ Continue planned gas safety checks including gas detection/interlocking, fire safety ▪ Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated. ▪ Carry out weekly checks of alarms systems, call points, and emergency lighting. 	<ul style="list-style-type: none"> ▪ During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety <p>For reference, use the Approved Code of Practice & HSG 274 for hot water.</p>	<p>Children’s water fountains disconnected and out of use.</p>	<p>M</p>

<ul style="list-style-type: none"> ▪ Carry out regular hazard spotting to identify escape route obstructions. ▪ Check that all fire doors are operational. Fire drills should continue to be held as normal. <p>Kitchen equipment that holds water, for example dishwashers and combination ovens</p> <ul style="list-style-type: none"> ▪ Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth. <p>Security</p> <ul style="list-style-type: none"> ▪ All areas of the school should be kept secure. ▪ Access to certain closed areas should only be possible by relevant staff – for example science laboratories, chemical stores and IT rooms. ▪ Check that access control and lockdown systems are operational. <p>Ventilation</p> <ul style="list-style-type: none"> ▪ All systems to remain energised in normal operating mode. ▪ Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off. ▪ Where possible, occupied room windows should be open. ▪ Ventilation to chemical stores should remain operational. ▪ DfE to provide the school with CO2 monitors to check if current ventilation systems are adequate. <p>Other points to consider</p> <ul style="list-style-type: none"> ▪ Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode. ▪ For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building e.g. hygiene rooms, sports hall showers etc. ▪ Update your keyholder information. ▪ Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers. ▪ Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance: https://www.hse.gov.uk/news/work-equipment-coronavirus.htm <p>Fire safety</p>		<p>New Fire Evacuation procedures in place and communicated to all staff</p> <p>Ventilation systems serviced and cleaned during June.</p> <p>Regular electrical and lighting checks</p>	
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	There will be a fire practice early in the autumn term with staff aware of Fire Evacuation procedures.		taking place.	
Toilet facilities	<ul style="list-style-type: none"> ▪ All toilet areas will have cleaning materials in. ▪ Hand dryers in toilets can be used – HSE guidance states there is no evidence that hand dryers spread the disease – paper towels will still be available in all toilets and wash basins. <p>https://www.twinkl.com/article/uk-government-confirming-safe-use-of-hand-dryers-during-pandemic</p> <ul style="list-style-type: none"> ▪ SMO and cleaners to check soap supply is adequate ▪ Toilet flush, seat and taps to be cleaned each day – danger of spread at touch points – cleaner to supervise 	<ul style="list-style-type: none"> ▪ Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time 		H
First Aid	<ul style="list-style-type: none"> ▪ Trained staff should administer basic first aid in the first instance. Serious injuries should be seen by a fully trained first aider. ▪ First Aid staff to avoid close facial contact with children and work to the side where possible. ▪ PPE should be worn (gloves and face mask) when appropriate in dealing with a first aid incident. ▪ Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait outside their classroom door for parents. ▪ First Aiders placed on playground with First Aid bags to attend first aid at the scene ▪ All First Aid stations to have cleaning materials in. ▪ First Aid station downstairs to be opposite lift. 			H
Cleaning	<p>Cleaning</p> <ul style="list-style-type: none"> ▪ All rooms have a stock of cleaning products, hand sanitiser, paper towels, tissues and bins. ▪ Toilets will be cleaned each day. ▪ Tables and contact points must be cleaned regularly. ▪ Equipment that has been used (and that can be cleaned) should be identified by the teacher at the end of the day to the cleaner (message on board) so that those objects can be disinfected. ▪ Tablets should continue to be wiped daily and between use. A timetable for the use of tablets will be issued once term begins. Children to use identified number on tablet. Similar timetable to be issued for laptops once ICT audit is undertaken. ▪ Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches 	<p>Maintain appropriate cleaning regimes, using standard products such as detergents</p> <ul style="list-style-type: none"> ▪ You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces. ▪ PHE has published guidance on the cleaning of non-healthcare settings. 		H

	<p>etc. However, staff will need to clean surfaces and touch points when used.</p> <ul style="list-style-type: none"> ▪ Bins must be emptied before they are full and at least once daily. ▪ Cleaner to wear long gloves. ▪ Bleach to be used to clean items which cannot be done with soap which then is removed by water into a sink. ▪ Communication from teacher to cleaner should be left on the whiteboard in the classroom area at the end of each day. 			
Actions <ul style="list-style-type: none"> ▪ Ensure supply chains for cleaning products and PPE ▪ Monitor timetable for day and lunch time routines 				