



Overarching Guidance for all staff:

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- 1) minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- 2) cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands and wrists are covered
- 3) ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- 4) cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- 5) minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

Staff Principles

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing your manager) and access a test as soon as possible.
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.



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8. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationary).
10. Keep your classroom door and windows open if possible, for air flow.
11. Limit the number of children from your class using the toilet at any one time.
12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
13. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

This Return to school phase document has been written in light of the following DFE Guidance Documents and staff are advised to refer to these documents for additional information.

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/885631/Overview_of_scientific_advice_and_information_on_coronavirus_COVID19.pdf

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings#AnnexA>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/885631/Overview_of_scientific_advice_and_information_on_coronavirus_COVID19.pdf



ISSUE & GOV Statement	Proposed ACTION
Safeguarding	
<p>Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary.</p>	<ol style="list-style-type: none"> 1. Family Support Worker to work with any vulnerable families returning to school. 2. Any children who have had ICART Referrals during the closure will be asked to complete wishes and feelings with Family Support Worker (Social Distancing in place) 3. Family Support Worker to continue to contact those vulnerable families who are not attending school and liaise with Social Workers where necessary. 4. Continue to complete the virtual attendance sheet for the LA and liaise with Sharon Williams. 5. Regular phone calls to families. No face to face meetings with parents or carers; meetings to take place via telephone calls. Parents not allowed inside school. 6. Safeguarding policy already implemented during school closure; ensure all staff are aware of the safeguarding policy. Staff to request a copy if necessary. 7. Headteacher to continue to liaise with relevant safeguarding contacts within the LA.
Risk Assessment	
<p>Every setting should carry out a risk assessment before opening. The assessment should directly address risks associated with coronavirus (COVID-19), so that sensible measures can be put in place to control those risks for children and staff. All employers have a duty to consult</p>	<ol style="list-style-type: none"> 1. Whole school risk assessment has been completed using the LA template copy has been sent to the LA) The LA template and the Action Plan has been agreed by the governors through emails. Copies of the documents have also been sent to all staff members in school.



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<p>employees on health and safety, and they are best placed to understand the risks in individual settings.</p>	<ol style="list-style-type: none"> 2. An Early Years Risk assessment has been completed. It has been agreed by the Governors and shared with all members of staff. 3. A cleaning schedule has been completed as well as a cleaning risk assessment. 4. Local Authority are in the process of completing an updated health and safety policy and a social distancing policy. Copies will be shared with staff when received in school. 5. Staff will be asked to email the Headteacher to acknowledge receipt of the relevant documents and to confirm that they had read and understood them. 6. Headteacher to email all staff who are vulnerable or shielding for an update on their current situation in terms of health and safety relevant to return to workplace.
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Attendance

<p>Procedure for medical care, isolation and confirmed cases. The government is developing a new national test and trace programme. This will bring together an app, expanded web and phone-based contact tracing, and swab testing for those with potential coronavirus symptoms. This programme will play an important role in helping to minimise the spread of coronavirus in the future. It will also include more traditional methods of contact tracing if a child, young person or parent tests positive. This could include, for example, direct discussion with parents and schools or colleges on recent contacts. The government is recruiting 18,000 contact tracers to support contact tracing and will recruit more if needed.</p>	<ol style="list-style-type: none"> 1. Staff A member of staff who display symptoms of coronavirus (a high temperature, a new, continuous cough and a loss or change to your sense of smell or taste) must stay off school and follow the usual procedures regarding sickness absence by phoning the Headteacher themselves; a text message is not acceptable. If a member of their family display symptoms they must stay off and inform the Headteacher. An appointment will be made by the school for the member of staff or family member to have a test and if the member of staff or the family member test negative they can return to school and end the self-isolation of the household. Further
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They will play an important part in tracing the contacts of those with coronavirus, including children.

- If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the [COVID-19: guidance for households with possible coronavirus infection guidance](#).

If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

information can be found:

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

2. Children If a child develops symptoms of the virus they will be taken to an isolation area in the school; the school have purchased a gazebo (With covers) to act as an isolation booth. The member of staff will be encouraged to use PPE when they are with the child in the isolation area and observe social distancing.
3. Parents and carers will be called and will be told to collect their children immediately. This information will be shared with parents and carers upon returning to school via a parent and carer code of conduct. They will be asked to self isolate with their household members for 14 days and asked to take a test.
4. If any children or staff test positive within their 'bubble' the rest of their group should be sent home and advised to isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child or staff member they live with in that group, subsequently develops symptoms.
5. Children with symptoms should not be in school and this will be shared with parents and carers in the code of conduct they will be asked to sign before returning to school.
6. The schools have purchased a thermometer for children and will request permission from parents and carers to use should their child display symptoms in school.



<p>Children unable to follow instructions to remain safe ARP - Settings may need to carry out a risk assessment, if it is deemed that a child or young person may not be able to follow instructions, to determine what mitigations need to be put in place and whether, in rare circumstances, they should stay at home. For those children and young people with a social worker, our expectation is that they should attend their educational setting unless a risk assessment concludes they will be safer at home.</p>	<ol style="list-style-type: none"> 1. Expectations to be shared with parents and carers of those children unable to adequately follow instructions to remain safe. 2. The current school behaviour policy has been updated in light of the additional requirements and expectations.
<p>KEY Workers/Vulnerable Children All vulnerable/EHCP/Key workers' children SHOULD be urged to attend school immediately – "it is no longer necessary for parents of eligible children to keep them at home if they can." Vulnerable children and young people in this context include those who:</p> <ul style="list-style-type: none"> • are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child. Attendance is expected, unless their social worker decides that they are at less risk at home or in their placement. The educational provider should notify the social worker in cases where these children or young people do not take up their place at school or college • have an education, health and care (EHC) plan and it is determined, following a risk assessment, carried out with 	<ol style="list-style-type: none"> 1. Family support worker to continue to contact vulnerable families and social workers and encourage these children to return to school. <ol style="list-style-type: none"> 1. St Gerard's will be implementing a phased return to school; all Nursery and Reception children will be invited to return to school on 22 June. Year 1 children will be invited to return on 29 June and Year 6 children on 6 July. Key workers and vulnerable children will continue as normal accessing school full time. <ul style="list-style-type: none"> • Siblings are not included in different year groups unless those siblings are in a priority group. • Vulnerable pupils should attend school. For all purpose vulnerable pupils are defined as those who: <ol style="list-style-type: none"> a. are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child



<p>educational providers and parents, that their needs can be as safely or more safely met in the educational environment have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those who are young carers and others at the provider and local authority's discretion.</p>	<p>b. have an education, health and care (EHCP) plan whose needs cannot be met safely in the home environment</p> <p>c. have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children's social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion</p> <p>2. Bubbles will be created for the groups of children attending and will stay in the same classroom with the same adult throughout the day.</p>
<p>APR ARPs/Special schools should mirror this approach, wherever possible.</p>	<p>N/A</p>
<p>Behaviour Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations.</p>	<p>Updated behaviour policy to reflect the new routines necessary to reduce risks.</p>
<p>Shielding <i>Shielding children should NOT attend school.</i></p>	<p>1. Clinically extremely vulnerable pupils with pre-existing medical conditions should not enter school and should remain at home. Headteacher to inform parents and carers about this and Family Support Worker to work with individual families if necessary.</p>



<p>If a child or member of staff lives with someone who is shielding (clinically extremely vulnerable – those with a GOV. letter) then they should NOT be in school.</p>	<ol style="list-style-type: none"> 1. Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising staff (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position should remain at home. 2. Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the <u>Staying at home and away from others (social distancing) guidance</u> have been advised to take extra care in observing social distancing and should work from home where possible. <ol style="list-style-type: none"> i. If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting. There will be a risk assessment completed for these members of staff.
<p>Protective Measures</p>	
<p>PPE requirement The guidance states that “the majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others”. <i>PPE is only needed in a very small number of cases including:</i></p>	<ol style="list-style-type: none"> 1. PPE will be required if intimate care required or if a child becomes unwell or symptomatic in school; this is referred to in the risk assessment. 2. Guidance states that staff in education will not require PPE beyond what they would normally need for work. 3. School have purchased PPE to use if necessary. This includes disposable gloves and aprons. Handwashing soap



children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way. if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant 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.

and sanitiser. Guidance states that staff do not need to wear face covering unless a distance of 2 metres cannot be maintained. If a member of staff feels more comfortable to wear one then they may wish to do so.

- 4. All PPE used is current EU standards.
- 5. Staff are asked to watch the following for training for using PPE correctly.
 - https://www.youtube.com/watch?v=3I_kKVNrEMo
 - <https://www.youtube.com/watch?v=f6mjqbtonG4>

Further information: <https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures>

- 6. Each classroom will have a box which includes cleaning equipment and PPE; staff need to inform the site manager if resources need replacing.
- 7. When parents come into contact with children through emergency reasons staff will wear PPE.
- 8. PPE must be used when providing intimate care.
- 9. Staff and children must adhere to the importance of regular use of handwashing throughout the school there will be hand sanitiser around the school and posters displayed in all areas around the school relating to good personal hygiene.

First Aid

- 1. PPE should be worn when dealing with a first aid incident.



	<ol style="list-style-type: none"> 2. Individual teachers / middays (with first aid online training) should administer basic first aid in the first instance. 3. Serious injuries should be seen by a fully trained first aider. 4. Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait in isolation area to be picked up. 5. Middays to send another member of staff to the school office after moving child to a designated space on the playground, not send the child in. 6. First Aid should be administered and recorded in the usual way as described in the school's first aid policy.
<p>Cleaning <i>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this</i> <i>Follow the COVID-19: cleaning of non-healthcare settings guidance</i> <i>Ensure that sufficient handwashing facilities are available.</i> <i>Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</i> <i>Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</i></p>	<ol style="list-style-type: none"> i. Additional cleaning hours have been arranged so there will be a full time cleaner in school throughout the day to clean toilets and areas around the school. ii. There is a detailed cleaning schedule and a risk assessment for cleaners. Cleaners will be asked to wear gloves and aprons when cleaning areas around the school and change them regularly to avoid cross – contamination. 2. Toilets will be deep cleaned at the end of each day and cleaned throughout the day with a suitable cleaning detergent. 3. Children are to be supervised where possible whilst using the toilet and will be taught by staff about how to use them and clean them after themselves. They will be monitored regularly. If a child is found to be making a mess of the toilet their parent or carer will be told.



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Children should not to go to the toilet during unsupervised times unless it is an emergency or if they have a medical need.

1. Tables and contact points must be cleaned regularly and staff in each bubble must take responsibility for this. All equipment must be cleaned once the children have left school each day.
2. No toys can be brought from home and parents and carers will be informed about this. Parents and carers will also be informed about what children can/cannot bring into school.
3. Resources that cannot be cleaned according to the instructions must be packed away until after the CO-VID-19 epidemic is over.
4. Tablets and any ICT equipment should be wiped several times daily and between use. If possible, avoid children sharing tablets.
5. 8.Contact points should be cleaned regularly, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc.
6. All areas will have bins with lids and will be emptied throughout the day.
7. When cleaning please use aprons and gloves.
8. Milton to be used to clean items which cannot be done with soap.
9. Staff who are not with key worker children will have the opportunity to clean resources thoroughly on a Friday.
10. All items that are touched and used in Early years must be cleaned each day.



<p>Reception: Malleable resources, such as play dough, should not be used.</p> <p>Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use, and where possible, children should be discouraged from sharing these.</p> <p>Children should be taught to wash their hands frequently, and encouraged where possible not to touch their faces or to put objects in their mouths.</p> <p>Classroom routines.</p> <p>Desks should be wiped regularly.</p> <p>There will be boxes in each area of the school with PPE and cleaning equipment to be used.</p> <p>Any objects the children touch should be disinfected once use has finished.</p> <p>Please refer to the cleaning document for further information.</p> <p>Hand sanitiser</p> <ol style="list-style-type: none"> 1. Staff made aware of health and safety re use of hand sanitiser. Children encouraged to wash hands regularly. 2. Signage around school relating to washing of hands. 3. Hand sanitiser distributed around the school – parents to sign to give permission to use it on their children.
<p>Promotion of good respiratory hygiene</p> <p><i>In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing)</i></p> <ol style="list-style-type: none"> 1. All staff to encourage children to wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered ensuring good respiratory hygiene by promoting the 'catch it, bin



- it, kill it' Staff to refer to the '[Handwashing guidelines document.](#)'
- 2. Signs have been put up around the school to encourage the use of good hygiene.
- 3. Staff to refer to the document – effective hand washing and follow the instructions as directed..
- 4. Hand sanitiser is available in all areas of the school.
- 5. The hand sanitiser risk assessment includes further information on the use of hand sanitiser in the school; all staff will have read the risk assessment.
- 6. A gazebo has been purchased and will be erected in the playground and used if necessary as an isolation area – if it is used it will be wiped down where necessary after use.
- 7. Children to wear clean clothes each day and early years children to bring in a change of clothes if necessary. No uniform or PE Kits are required. If children do PE / outdoor activities no change of PE Kits is necessary.
- 8. Staff are encouraged to wear comfortable clothes and do not have to wear 'formal' ones. However shorts, low cut tops, vest tops etc.. are not appropriate.

Parents

Allocate drop-off rota for parents

Under a heading of 'how to implement protective measures', schools are urged to "plan parents' drop-off and pick-up protocols that minimise adult to adult contact", and to communicate "allocated drop off and collection times and the process for doing so" to parents.

Stagger drop-off and collection times:

- Key workers / Vulnerable Children 8.30am-3pm**
- Nursery children 8.45am – 2pm**
- Reception children 9am-2.15pm**



	<p><i>Year 1 Children – 9.15am – 2.30pm</i> <i>Year 6 Children 9.30am-2.45pm</i></p> <p>Parents with more than one child attending the school may pick up their children together. This will be arranged with the office.</p>
<p>Drop-off Protocol and requirements <i>Protocols for adult to adult contact needs to be minimal. A plan needs to be in place for meeting/collection points and timings for each group.</i></p>	<ol style="list-style-type: none"> i. Parents are to adhere to the planned times and protocol involving drop off and pick up. There are markings places in the playground enforcing the 2 metre rule and a one way system around school yard. ii. Only one parent/carer per family to drop off/pick up. iii. Children are not to be taken by other friends/ family members (other than child minders) <ol style="list-style-type: none"> 2. Parents and Carers are not to visit the school office unless it is an emergency. 3. Pupils to wear clean clothes each day. 4. Bring in water bottles, coat and a plastic lunch box; coats must be light and named. 5. No bags to be brought in. 6. Staff to stand in different areas of the playground on dropping off and picking up times and politely reminding parents/carers and children about procedures.
<p>Transport</p>	<p>1.Children should be encouraged to cycle to school with parents and avoid public transport.</p>



Parents and children and young people should be encouraged to walk or cycle where possible, and avoid public transport at peak times.
Government will shortly publish guidance on how to travel safely, which schools, parents and young people can refer to when planning their travel, particularly if public transport is required.
Home to school transport provided or organised by schools, trusts or local authorities varies widely. Schools, trusts and local authorities should work together and with relevant transport providers to put in place arrangements which fit the local circumstances, including the measures being put in place to reduce contact.

2.Children should be encouraged to walk to school within family bubble.

Around the School

Premises

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>

For reference, use the Approved Code of Practice & HSG 274 for hot water.

Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)

- 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.

Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers

- 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.



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- 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.

Gas safety

- 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.
- 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.

Kitchen equipment Equipment that holds water, for example dishwashers and combination ovens

- Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to prevent possible bacteria growth.



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Security

- 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.

Ventilation

- 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.

Other points to consider

- 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
Doors propped-open, and rooms need to be well ventilated. Windows open.	<ol style="list-style-type: none"> 1. Staff to ensure windows are open and work outdoors where possible. 2. Address fire regulations – Health and Safety Officer and Site Manager.
Divider down the middle of the corridor to ensure people only walk on one side of it – a barrier for groups as they walk down the corridor, if possible.	1 Encourage children to walk around the school in a one way system and to follow the 2 metre rule.
Timetabled toilet breaks so that children don't gather at the toilets.	1. Timetable for staggered toilet breaks – Split the toilets between the different year groups.
Stagger the use of the staff room and the office for staff.	<ol style="list-style-type: none"> 1. Only four members of staff allowed in the staffroom at one time. 2. Only two members of staff allowed in the school office at one time. 3. Staff to bring in their own facilities and not to use the communal cutlery and crockery (including microwave)
<p>Visitors No visitors/staff/children/families/contractors can enter the building if they have symptoms</p> <p>Contractors</p>	<ol style="list-style-type: none"> 1. Posters displayed to inform visitors that they are not to enter the building if they display symptoms of COVID19 2. Contractors must continue to visit to complete health and safety work.



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<p>Contact all contractors (food, cleaning, maintenance etc) to ensure they are aware of protocols.</p>	<ol style="list-style-type: none"> 3. Hand sanitiser dispenser will be put up in the main foyer and link corridor to be used on entering and exiting the building 4. Any contractors must as much as possible visit when the Site Manager is in school. 5. Non-essential visits should be postponed until further notice. 6. Headteacher to be informed about all visitors entering the School. 7. Signing in / out system (touch screen) has been suspended; office to look at another system for this for the time being. 8. Furniture has been rearranged/removed in reception/foyer area to allow for 2m social distancing? 9. Parents and Visitors to use school intercom at school gate for any queries to practise social distancing for office staff. 10. Glass screen in Reception to be closed and visitors to be reminded to stay 2m away when arriving. 11. All deliveries are to be contactless and not signed for. 12. Fire regulations – children to adhere to the 2m Social Distancing when lining up outside in case of a fire. During an emergency the 2m social distancing rule is not enforced. Priority is to get out of the building. Site Manager to update the fire regulations and inform staff.
<p>Outdoor equipment</p>	<ol style="list-style-type: none"> 1. Outdoor classroom and tyre park to remain closed. 2. Gym equipment can be used under supervision and Site Manager to clean gym equipment daily at the end of the day.



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Outdoor equipment/apparatus/play equipment/climbing frames should not be used unless school can guarantee it will be cleaned between each group and each evening too.

3. EYFS Outdoor Area to be cleaned at the end of each day / bicycle hand sanitised and climbing frame handles.

4. Children encouraged not to play contact sports and there will be a reduction of the number of children allowed in the muga. Staff to wipe down any balls that are used after each play time. Limit the amount of resources that are used at play times.

5. Children to be encouraged to be mindful of social distancing in the playground.



Food

Schools should provide meals for all children in school, and meals should be available free of charge where pupils meet the free school meal (FSM) eligibility criteria. To ensure food is available for pupils who attend, educational settings are expected to reopen their kitchens and ensure that meals are able to be prepared and served safely.

We are also continuing to ask schools to work with their food providers to offer meals or food parcels for benefits-related free school meal pupils not in school. Now that schools are opening more widely, school catering teams will be better placed to do this. The provision of food vouchers for those eligible under the benefits criteria will also continue to be available where needed.

1. Dining hall to be used for lunch but there will be a timetable in place for bubbles to have their lunch at different times.
2. Increased hours for midday assistants. 11.45am-1.45pm (Lunch times) Middays to use gloves and also to clean tables and chairs after each sitting. There are 4 middays so each will be responsible for various bubbles and will stay with these bubbles every day.
3. Dining table will be spaced appropriately 2m apart and each chair will have a sticker on to tell children to avoid that particular one (Social distancing rule)
4. Discussion with Dolce about menus
5. Staggered rota for lunch time keeping 2 meters apart
6. Investigate whether children who aren't in school will continue to receive government vouchers,
7. Touch terminal in dinner hall will not be used – cook will arrange to use alternative.
8. DOLCE (School Food Providers have produced their own risk assessment and this has been shared and discussed with the kitchen staff.) Please see DOLCE Risk Assessment for further details.

Staffing

Staffing Communication

talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful

1. Weekly email to be sent to all staff regarding a 'catch up.'
2. Zoom meeting to be arranged prior to re-opening to discuss plans and provide opportunities for staff to ask questions.



	<ol style="list-style-type: none"> 3. Staff will be supported with staff well-being and individual cases will be discussed personally with the Head teacher. 4. Individual risk assessments in place where necessary. 5. PPA to take place on Friday mornings. 6. All staff expected to be available to work each day. 7. Staff will be communicated through emails and Whatsapp groups and telephone calls if necessary. 8. There will be no face to face staff briefings or staff meetings.
<p>Social Distancing</p>	<ol style="list-style-type: none"> 1. Staff to adhere to social distancing rules as well as taking responsibility for their own health and safety. 2. Physical contact such as handshakes and hugs are to be avoided between staff and children. 3. Staff, pupils and adults on site should endeavour to stay 2m apart. 4. Strict adherence to this policy will be monitored. 5. Signs and displays around school to remind everyone about social distancing. 6. Children will be taught through social stories about social distancing.
<p>Group organisation Week 1 – Monday – Thursday: Reception. 9am-2.15pm Monday – Tuesday : Nursery 1 8.45am -2pm Wednesday – Thursday: Nursery 8.45am-2pm Week 2 – As above with: Year 1 – 9.15am-2.30pm</p>	<ol style="list-style-type: none"> 1. All staff will be expected to be available as required to be in a bubble with a group of children in each classroom / area of the school through a safe approach. 2. The Deputy Head will plan a rota to take account of staggered lunch breaks and general breaks whilst ensuring staff get their lunch break and toilet breaks as well.



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Week 3 – As above with:

Year 6 - 9.30am – 2.45pm.

**Key worker / Vulnerable Children in each day Monday
Friday 8.30am- 3pm**

Friday – PPA / Preparing and cleaning of resources.

Pick Up (Arrival) :

Nursery Group A & B - 8.45 in through EYFS entrance

Reception Group A - 9am in through PCR

Reception Group B -9am in through PCR

Year 1 - Group A - 9.15am - in through main entrance for children

Year 1 - Group B -9.15am - in through main entrance for children

Year 6 Group A - 9.30am - in through main entrance for children

Year 6 Group B - 9.30am - in through main entrance for children

Key Worker Children - 8.30am - in through main entrance

Morning Break:

Nursery - as required with outside play

Reception Group A in allocated space - 10am- 10.15

Reception Group B -in allocated space - 10am - 10.15

Year 1 - Group A - in allocated space - 10.20am- 10.35

Year 1 - Group B - in allocated space - 10.20am- 10.35

Year 6 Group A - in allocated space - 10.45-11am

3. Middays will be employed to work 11.45-1.45pm each day to support with staggered lunch times.

4. Children will have lunch in the hall via a rota.

5. Encourage use of outdoor learning but this must be in smaller groups and timetabled – weather dependent.

6. Under inclusion we still have to provide work for children for home learning. This will be either as home learning or taught in class following LTP for Summer 2 Curriculum , Topic 8 and 9 for RE. (Deputy will continue to provide LP for RE.



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Year 6 Group B - in allocated space - 10.45-11am
Key Worker Children -10.20am - 10.35 in allocated space

Lunch Time:
Nursery Group A in nursery class - 11.45
Nursery Group B -in nursery class - 11.45
Reception A & B - in hall - 11.45
Year 1 - Group A - in hall - 12.10
Year 1 - Group B - in hall - 12.10
Year 6 Group A -in hall - 12.30
Year 6 Group B - in allocated space - 12.30
Key Worker Children Group A - in hall 12.30 for week 1 and 2 ,
12.20 for week 3

Afternoon Break:
Reception Group A in allocated space - 1.50 - 2pm
Reception Group B -in allocated space - 1.50 - 2pm
Year 1 - Group A - in allocated space -1.50 - 2pm
Year 1 - Group B - in allocated space - 1.50 - 2pm
Year 6 Group A - in allocated space - 2pm - 2.15pm
Year 6 Group B - in allocated space - 2pm - 2.15pm
Key Worker Children - 2.20 - 2.30pm

Pick Up (Departure):
Nursery Group A & B - 2pm through EYFS entrance
Reception Group A - 2.15pm through PCR
Reception Group B -2.15pm through PCR
Year 1 - Group A - 2.30pm - through main entrance for children
Year 1 - Group B -2.30pm - through main entrance for children
Year 6 Group A -2.45am- through main entrance for children



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<p>Year 6 Group B - 2.45am - through main entrance for children Key Workers children - Group A&B - 3pm</p>	
<p>Working Hours</p>	<p>Normal hours of work for Teachers and Support Staff. All staff (other than site manager and cleaners) should be off site by 4.15pm</p>
<p>Teaching & Learning</p>	
<p>Class sizes - Classes should be "split in half" – and TAs can lead them <i>The guidance says classes should "normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant)".</i></p> <p><i>Teaching assistants can be allocated to lead a group, working under the direction of a teacher.</i></p>	<ol style="list-style-type: none"> 1. Assign the same teacher to each group, and clean classrooms daily 2. Pupils should be in the same small groups "at all times each day", with different groups stopped from mixing. Staff should also ensure the same teachers are assigned to each group. 3. The groups should use the same classroom or area throughout the day, with a "thorough cleaning of the rooms at the end of the day". Staff may also consider "seating students at the same desk each day if they attend on consecutive days". 4. Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups.
<p><i>Desks should also be spaced "as far apart as possible". The same principle of halving class sizes should apply to secondary's, too, and it is "sensible to rearrange classrooms and workshops with sitting positions 2 metres apart".</i></p>	<ol style="list-style-type: none"> 1. One child per desk. 2. Desks have been moved 2m apart and further where possible.



	<ol style="list-style-type: none"> 3. All furniture not being used has been stored and moved to another empty classroom or space, including soft furnishings which cannot be cleaned. 4. All teachers have been asked to complete their own classroom risk assessments with the support of the Health and Safety Officer in school; (Miss Gilbert) 5. Spare chairs and any fabric chairs have been removed and stored elsewhere.
<p><i>Timetable – Choose which lessons/activities will be delivered. Plan outdoor lessons, where possible. Not the normal curriculum.</i></p>	<ol style="list-style-type: none"> 1. Deputy Head to complete LTP and send out Objectives and Subjects under the Topic Guardians of the Galaxy. 2. Where possible groups to go out daily – weather dependent and in smaller groups than 15. 3. School to teach what they think is important and relevant.- Maths, English RE, Topic, PSHE, Exercise. 4 .EYFS timetable to evidence the changes due to removal of CP. Outdoor Learning curriculum to be developed and created into a carousel (not mixing social bubbles etc)
<p>Reduce movement around the school - groups are to stick to 1 room during the day.</p>	<ol style="list-style-type: none"> 1. No more than 15 in one class group. 2. Social distancing applies with desks and movement around the building at all times. 3. Staff ratios for EYFS remain. <ol style="list-style-type: none"> 4. Groups should remain apart from each other for the entire day.
<p><i>Remove all soft furnishings, toys and soft toys that cannot easily be cleaned every day.</i></p>	<ol style="list-style-type: none"> 1. All objects that are identified as a risk will be removed by EYFS and stored for future use. 2. All toys and objects in remaining classes 1-6 to be removed buy allocated staff. 3. EYFS – Response to COVID Document highlights the flow chart of how EYFS will operate.



	<p>4. Windows in all classrooms to be open each morning by Site Manager for ventilation.</p>
<p>If there are not enough classrooms/staffing available, then children might be offered other local schools. If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children's early learning, settings should prioritise groups of children as follows:</p> <ul style="list-style-type: none"> ✓ early years settings - 3 and 4 year olds followed by younger age groups ✓ infant schools - nursery (where applicable) and reception ✓ primary schools - nursery (where applicable), reception and year 1 	<p>This won't be necessary – unless we are unable to offer full time to groups of children and if we aren't then we may have to look at giving them access to other schools if they require full time.</p> <p>We will have to assess the situation depending on numbers of children.</p> <p>This will be explained further once we poll the number of children who may be potentially returning to school.</p>
<p>Reducing potential anxiety and ensuring all children feel comfortable and safe</p> <p><i>Although in some countries they have found that the children returning to school are not in any way anxious about the current change in routine or the pandemic – this may not be the case for our children. We will assume that they will need reassurance and plan to address this.</i></p>	<p>1. Routine is paramount and implementation of the usual expectations of behaviour and attitude are essential to create the safety of routine at school. The class will need to discuss and develop the rules to address the new circumstances.</p>
<p>Planning & Teaching & Learning</p>	<p>1. Children will be split into groups of 15 on confirmation of return details</p> <p>2. Teachers and TAs will be split over these groups and will not deviate unless necessary</p>



3. Timetables will be produced for separate drop off/pick up times and direction
4. Timetables will be produced for breaks and lunch
5. Timetables will be produced for lessons and activities
6. Timetables for use of outdoors
7. English and Maths will be delivered daily focussing on basics and covering some of remaining curriculum if appropriate
8. Topic (Guardians of the Galaxy will be delivered)
9. TRE will be delivered
10. Teachers will plan the activities based on the home learning packs that need to be produced
11. Extra PPA time will be required to produce both. (Fridays)
12. EYFS timetable to evidence the changes due to removal of CP. Outdoor Learning curriculum to be developed and created into a carousel (not mixing social bubbles etc)

Sharing their individual experiences to address the differing learning experiences.

1. Share and explore home learning experiences
2. Making time to explore and learn about our students' experiences, particularly home-learning experiences, will be an important part of this initial transition – both for pastoral and teaching and learning reasons. Our students will need time and space to readjust to school-based learning. For some, this transition will be filled with as much anxiety as the first day of school or the school year. Being prepared and catering for their potential needs should be one of our highest priorities.
3. We can provide multiple opportunities for students to explore their home-school experiences to support this



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transition. We can use class discussions during morning or yarning circle; while, writing, poetry, music, art, dance, drama, etc. would all provide authentic therapeutic opportunities.

4. We could then examine some of these work samples and/or interview students regarding their shared experiences from a teaching and learning perspective, to gain insight into what students have learnt about the way they best learn (self-monitoring, reflection, metacognitive processes).
5. Simply talking with children about their understandings and what they know about COVID is important. This is not a 'one-off' chat, children learn with repeated chats over time. COVID Conversations: Helping children understand, written by one of the authors of this article, is a series of short episodes intended to help teachers, parents, grandparents and children talk about what has happened and learn more. These conversations include some typical questions our students and our children might ask, and possible ways we can talk and learn about all these changes. There are also suggested activities that teachers could use as discussion starters or for writing tasks.

Planning for inclusion

1. Planning for Inclusion & reducing anxiety
2. Clear communication and planning are ways to reduce anxiety around the transition process for everyone. All educators, especially school leaders, taking the time to



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think and plan for the integration of COVID-19 restrictions within previously established routines and learning structures will ensure as 'normal' a school experience as possible for students. At an instructional level, teachers allowing multiple entry points into any new or newly adapted activities (rather than opt in or opt out) will help to reduce student anxieties. Planning for inclusion by designing teaching and learning activities to cater for the needs all students has never been more important than now.

For example, students with effective access to technology at home (and hence, online delivery of learning) may have progressed well in their learning during the study at home period, while other students with no, or limited access, and/or students with additional learning needs, may have made limited progress. One might coin this the 'COVID Diversity Gap', and it will only serve to exacerbate existing variance between our least and most needy students upon their return to class. Hence, the need to differentiate classroom learning will be greater now than before. Importantly, the impact of this increased learning gap may extend well beyond students' perception of their academic progress, negatively impacting on their wellbeing. By showing empathy to our students (as in 'we're all in this together') and acknowledging the difficulties faced during self-isolation, we can support them.



	<p>3. Other examples that would assist all students, especially those with additional needs, include:</p> <ul style="list-style-type: none"> ✓ sharing pre-prepared, and adapted visual timetables prior to the return to school; ✓ clearly communicating information to families regarding COVID-19 procedures and protocols; ✓ teachers using their professional knowledge of students to prepare and support those that might be more anxious; and, ✓ staff just being there for students when all they need might need is for someone to listen.
<p>Behaviour Policy <i>In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.</i> <i>Areas schools may wish to add to their behaviour policy are:</i></p> <ul style="list-style-type: none"> • following any altered routines for arrival or departure • following school instructions on hygiene, such as handwashing and sanitising • following instructions on who pupils can socialise with at school • moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing) • expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands 	<p>1. Children who do not follow strict rules will be given two warnings. If they continue to disobey the strict rules on social distancing and or hygiene routines, then the leadership team may ring parents and that pupil may be sent home.</p> <p>2. Children are not to be inside the building alone during lunch time or dinner unless they have requested the toilet.</p> <p>3. The behaviour policy has been revised</p>



<ul style="list-style-type: none"> • tell an adult if you are experiencing symptoms of coronavirus • rules about sharing any equipment or other items including drinking bottles • amended expectations about breaks or play times, including where children may or may not play • use of toilets • clear rules about coughing or spitting at or towards any other person • clear rules for pupils at home about conduct in relation to remote education • rewards and sanction system where appropriate <p>Identify any reasonable adjustments that need to be made for students with more challenging behaviour.</p>	
Assessment & Accountability	
<p>There are no changes to the previously announced expectations on assessment and accountability. No examinations or assessments will take place this term and Ofsted will continue to pause routine inspection.</p>	<ol style="list-style-type: none"> 1. Children were assessed in all subjects– Spring 2. 2. Assessment of returning children for Phonics and reading. 3. All children to be assessed in September on Week 2 using prior year group NFER tests to baseline. 4. Teachers are not to assess work being delivered through phase 1 return 5. EYFS – Preparation for Baseline September 2020

Commented [11]: