

Fishergate Primary School

September 2020 Returning to School Protocol and Procedures

Reviewed and communicated to all staff 9.10.20

Reviewed and communicated to all staff 12.11.20

Reviewed and communicated to all staff 12.1.21

Reviewed and communicated to all staff 2.3.21

This opening plan has been shared with staff via email and will be discussed, alongside specific staff guidance on the training day – Monday 6th September. Initial details to parents and carers about full opening in September were communicated on the 3rd July 2020 and letters detailing all procedures and protocols will be sent to parents/carers before we break up and re-sent the week before we return to school.

In line with the Department for Education's instruction, it is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term - Wednesday 2nd September 2020.

Our planning is underpinned by the Department for Education's advice on effective infection protection and control which states the following:

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

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

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

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

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

Many of the protocols and procedures that were implemented during the summer term will remain the same in the autumn term with the expectation that they will further embed so that children who did not attend in the summer term will themselves adopt the measures also.

All protocol and procedures are aligned to the Risk Assessment of Schools document that has been produced following 'Guidance for full opening: schools' (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction>).

“The following plan outlines relevant detail from the government’s guidance with further detail about how Fishergate Primary School will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can’t negate them entirely.”

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

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

“System of controls

This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.

Prevention:

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

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

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

Number 6 applies in specific circumstances.

Response to any infection:

7) engage with the NHS Test and Trace process

8) manage confirmed cases of coronavirus (COVID-19) amongst the school community

9) contain any outbreak by following local health protection team advice

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

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

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

Systems of control	Action
Prevention	
1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	<p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 7 days, they are not to attend school. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the autumn term. These symptoms have been updated to include a runny nose, a head cold, feeling very tired and then losing sense of taste and smell following five positive cases from the teaching community. Every adult working in school asked to do a twice weekly lateral flow test. If this is positive then they will need to self-isolate until they have had the result from a PCR test. Staff do not have to do this test but will be strongly encouraged for the safety of the community. Staff have been told that a negative test does not remove the risk of transmission and that they need to continue to follow good hygiene and observe social distancing measures whether or not they have been tested. Staff and families have been sent the link to access LFT twice weekly testing for their families and asked to engage with this.</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to Tina's office where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned and the children/adults will wash their hands thoroughly for 20 seconds. If possible the window should be opened. The child should not return home on public transport unless there is no alternative.</p> <p>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. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>The disabled toilet will be a designated toilet assigned to children who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing both gloves and a mask.</p>

	<p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 10 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p> <p>Whether or not the whole bubble will close is a decision that will be taken by the public health team.</p> <p>Cases of COVID-19 should be reported to the Public Health Team</p>
<p>Prevention</p> <p>2. Clean hands thoroughly more often than usual.</p>	<p>Adults and children are to wash their hands on the following occasions:</p> <ul style="list-style-type: none"> - Entry to school - Before/after break times - Before lunch - When they change rooms - Before leaving school - Anytime that they visit the toilet or cough/sneeze in to their hands. - Adults should sanitise their hands before and after touching planners <p>Additional hand sanitisers pumps have been purchased and are stationed in each classroom as well as additional hand sanitisers at appropriate points in school i.e. the reception desk for visitors and staff upon arrival.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands. Children may also use moisturiser supplied from home when required.</p> <p>If a child cannot appropriately wash their hands, then skin friendly skin cleaning wipes can be used as an alternative.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year when the children will receive reminders about the expectations of practices and protocols in school. Letters detailing all procedures and protocols will be sent to parents before 17/7/20 and re-sent w/b 31/8/20.</p> <p>Staff working with children who spit may want more opportunities to wash their hands than other staff.</p>
<p>Prevention</p> <p>3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</p>	<p>Children will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown in to the lidded bins in each classroom using the foot-pedal to open the bin and their hands must be cleaned afterwards.</p> <p>Teachers signposted to the e-bug website which contains materials to encourage good hand and respiratory hygiene.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks. This is not a reason to deny these pupils face-to-face education.</p>
<p>Prevention</p> <p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces</p>	<p>Two member of cleaning staff have been given additional hours to ensure that there is someone on site to clean touched surfaces from 10am-2pm. They will focus on toilets – cleaning these half hourly – particularly after playtimes. They will plan their schedule around the staggered breaks and lunchtimes.</p> <p>At various intervals the teacher/teaching assistant in each classroom will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment. It will be stored appropriately within the classrooms.</p> <p>Zoom staff meeting 2/3/21 staff asked to identify any other areas to be added to cleaning sweeps.</p>

<p>often, using standard products such as detergents and bleach</p>	<p>Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly during the cleaning team ‘sweeps’. Each phase will only use their toilet block. Toilet lids should be closed before flushing.</p> <p>Public Health England may issue further advice and guidance regarding cleaning procedures that should be followed by educational establishments – these will be added to the risk assessment as they become available.</p> <p>Debbie will continue to ensure that we have enough cleaning supplies. If a member of staff has concerns about the standards of cleaning or is running low on supplies they should alert her.</p> <p>All unnecessary furniture will be moved out of classrooms and stored in the resource/Lisa Solanki’s room.</p> <p>Spray will be in place to clean the photocopiers before and after use as well as in the staff toilets for the same reason.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</p>
<p>Prevention</p> <p>5. Minimise contact between individuals and maintain social distancing wherever possible.</p>	<p>The purpose of ‘bubbles’ is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Fishergate will do everything we can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible. Timetables have been revised to ensure that no adult in school works across bubbles. When children are taught in cross groups they should sit in their class groups within the classroom and stick to the seating plan. Cross phase interventions must be in the hall or library with the tables in the correct horseshoe configuration. Children should be partnered with a class member and the adult delivering the intervention must wear a visor/face covering. The adults must be mindful of the 2 metre/15 minute and 1 metre/1 minute advice. Only one class will go out at a time for Forest School and a parent volunteer protocol has been written and shared with parent helpers. The playground will be zoned and although phases will continue to go out together each class will stay in their own zone. Adults must only enter their own classrooms, unless supporting in another room in their bubble.</p> <p>Changes have been made to timetables to ensure that wherever possible adults only work in their own classrooms – where this is not possible e.g. PPA the adult should teach from the front of the classroom and remain 2 metres from the children. Changes have been made to maths, reading and phonics groups to limit the adults moving and the amount of children in different bubbles. All guided reading will now take place in the children’s own classrooms with their class teacher/teaching assistant. Adults will only support children from their class in streamed maths lessons.</p> <p>All adults will only teach in their own phase.</p> <p>Adults are aware that they should ensure that they are not a contact with another adult. A contact is someone who is any face-to-face contact for any length of time within 1 metre or unprotected (skin to skin) physical contact. Or within 1 to 2 metres for more than 15 minutes either as a one-off contact or added up together over one day with an infected individual.</p> <p>Grouping the Children</p> <p>There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.</p> <p>The DfE guidance reads as follows:</p> <p><i>“In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.”</i></p>

In order for school to offer a curriculum that is best-placed to support 'catch-up' our bubbles will need to be in phases i.e year groups working as EYU, 1/2, 3/4, 5/6. The reasons for this are as follows:

- All children will be able to be considered for catch-up interventions now that teaching support can work across phases. There would not be enough adults to support individual class bubbles.
- Our curriculum structure is based on phase mixed-year groups and the sharing of resources and equipment to facilitate this. There would not be enough resources to support a broad curriculum if we used individual class bubbles.
- Social and emotional support can be offered to more children
- Maths and English teaching will be more easily tailored to meet the exact needs of the groups and enable gaps to be filled more efficiently
- Children will be able to play with their other friends in their year group – this is particularly important for those children who will be moving up into a new class in September
- Staggered entry/exit times and break/lunch times can be managed more effectively in phase bubbles

We will encourage the Y5/6 children to social distance as we believe that they are old enough to understand and remember. We will also remind all children not to touch adults. Within the government guidance, it recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum, however now that we are in phase bubbles, the necessity for this to happen is far less likely.

Measures within the classroom

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

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

Classrooms need to be adapted to support distancing where possible. Where tables are used, **in Key Stage 2** they should face the front and children should sit side-by-side, not facing one another nor side on. Classrooms will be prepared as such ready for September.

Measures elsewhere

There will be no whole-school events where children and adults are required to congregate. Tina will continue to use Google Classroom to share a whole school celebration assembly. Children will not sing during assembly.

Use of the staff room should be minimal with no more than 8 people in at any one time. It is important for your own wellbeing that you see colleagues, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms. **All adults should wear face coverings (not a visor) unless they are in their own classroom or eating/drinking in the staffroom. EYU staff will have their breaks in the unit. KS1 staff will use the downstairs resources room for their breaks. The Year 3/4 team will have the staff room from 11:45 -12:15 and the Y5/6 team from 12:15-12:45. More furniture has been taken out of the staff room. Chairs have been removed from the staff room to ensure compliance with social distancing.**

The PPA room will be timetabled to ensure reduced occupancy at any one time.

Staff should not come into the main office. The downstairs photocopier has been moved to outside TCs office.

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

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

All children will come into school from the playground. There will be class sets of thirty lines - not spaced by a metre as children not expected to socially distance within bubbles. Their adult will stand behind the tape (as they do now for all at the end of the day) and their child will line up by themselves. EYU line will be where it is at the moment (by the EYU green fence) The one way system for adults will remain in place.

	Start	Finish
EYU	9am	2.50pm
Y1/2	8.55am	3.10pm
Y3/4	8.50am	3.05pm
Y5/6	8.45am	3.15pm

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

Parents/carers are to be encouraged to walk to school where possible and only one adult will be permitted on the school grounds **All adults, unless exempt, are expected to wear a face covering when on the playground.**

Tina (or another member of SLT if she is unavailable) and Charlie will be on the playground in the morning to ensure that everything runs smoothly. Teachers must be out on time to take their class inside. Parents mustn't congregate at the 'drop-off' point, they must instead arrive on time and then depart.

Parents/carers will not be able to come into school – any contact with staff will be via email/zoom or telephone. **There should be no conversations with parents on the playground unless initiated by the teacher/teaching assistant and lasting no more than a minute.** Parents leave the playground as soon as they have dropped off or picked up their children, rather than waiting until their line has gone into school. They have been reminded about the importance of wearing a face covering and observing the social distancing rules.

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

Other considerations

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. As we do not have the space we have asked peripatetic teachers to continue to teach online until at least January 2021. Likewise specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. The staff guidance from September 2020 document will be provided alongside the normal safeguarding procedures.

Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by school.

A record of all visitors must be kept to support NHS Test and Trace.

Adults must wash their hands before and after coming in to a new class. They should only enter a class that they are teaching in. If a child needs to be removed then a member of SLT will come in wearing gloves, an apron and face covering (if a child's risk assessment requires it).

In terms of classroom resources, for regularly used stationery, Key Stage 2 children will all have their own individual set that is not to be shared. In Key Stage 1 they will have a pack containing a whiteboard, white board pen and a pencil for their personal use. Other classroom resources like books and games can be used within the bubble but should be cleaned following use. In Key Stage 1 this includes coloured pencils.

Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe. David Pennington has altered the long term P.E. planning to ensure that each phase is covering a different sport so that no P.E resources will need to be shared.

	<p>At playtimes games that encourage distancing and little touch need to be made available to the children. Each bubble will need to gather resources from their classrooms so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is gathered back in at the end of their break/ lunch time and cleaned. The outdoor play equipment will be used on weekly rota basis from Mon-Thurs giving it from Fri-Sun for it to become virus free. The playground has been zoned to allow for separation of each class and the paly equipment cannot be used. Each phase has a different time on the playground,</p> <p>Pupils should not bring anything additional from home. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the library. As the library is not going to be open to pupils teachers will need to choose a selection to bring to their class. The library had been timetabled for a fortnightly visit for each bubble – ensuring 72 hours between each group. Each class group within the bubble visits at a different time during their day. Their hands are sanitised before arriving and after leaving the library.</p> <p>Teachers can bring items to and from home but should do all marking at school so that books can stay in school. Written feedback done at this time should be as brief as possible and only done if it moves learning on. As much of the feedback as possible should be ‘live’ and done with the children. Laptops should be wiped down on arrival to school and before leaving.</p>
<p>Prevention</p> <p>6. Where necessary, wear appropriate personal protective equipment (PPE).</p>	<p>PPE should only be used for three reasons; where an individual is presenting with coronavirus symptoms, when a child is receiving intimate care (toileting/relevant first aid support) or where it is written in a child’s risk assessment in the case of someone who might spit and bite. Face coverings should be worn by all adults when in communal areas and when delivering cross phase interventions.</p> <p>The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:</p> <ul style="list-style-type: none"> - Face masks - Aprons - Gloves of various sizes - Face shields (limited quantities)
<p>Response to any infection</p> <p>7. Engage with NHS Test and Trace.</p>	<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p> <p>They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the ‘stay at home’ regulations.</p> <p>Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.</p> <p>If the test result is negative, the child can return to school assuming they would do so under normal circumstances.</p> <p>If the test result is positive, the child and family need to follow the ‘stay at home’ guidelines.</p>
<p>Response to any infection</p> <p>8. Manage confirmed cases of coronavirus (Covid-19) amongst the school</p>	<p>School should contact the local health protection team:</p> <p>Public Health England Yorkshire and Humber Heath Protection Team 0113 386 0300</p> <p>School should also notify enquires.publichealth@york.gov.uk and education@york.gov.uk of positive or suspected cases.</p>

community

School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.

The admin team will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.

School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.

Those contacted or sent home must self-isolate for **10** days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test. If the symptomatic child’s test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms.

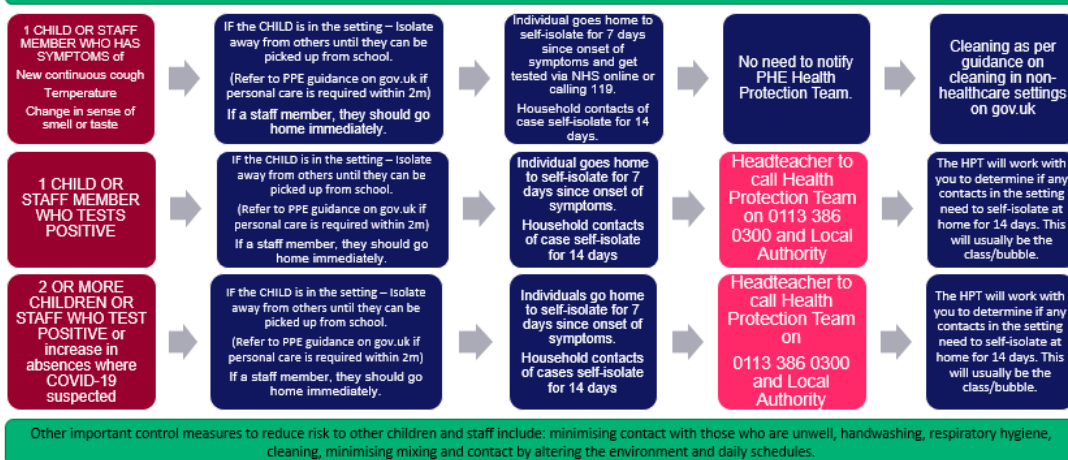


What to do if you have a case of COVID-19 in your school

Version 1
23/6/2020

PHE Yorkshire and Humber

See your School Pack for more information. Guidance is available at: <https://www.gov.uk/coronavirus/education-and-childcare>



Response to any infection

9. Contain any outbreak by following local health protection team advice.

Keep in contact with our health protection team.

If school has 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.

This could result in a phase bubble lockdown, a school closure or/and a mobile testing station being established in school.

Testing will focus on the affected classes, then their year groups and then the remainder of school if required.

Section 2: School operations

Aspect of school	Action
<p>Transport</p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only by public transport services, we mean routes which are also used by the general public 	<p>Dedicated school transport</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p>Wider public transport</p> <p>Children should not attend trips or visits if they are required to use public transport to get there.</p> <p>Children with Covid symptoms should not use public transport when they are being picked up from school.</p>
<p>Attendance</p> <p>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</p> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p>Attendance expectations</p> <p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</p> <p>School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-Covid and any absence will be followed up.</p> <p>Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority's code of conduct).</p> <p>Pupils who are shielding or self-isolating</p> <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. We will support those</p>

	<p>parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.</p> <p>Where children can't attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p><i>Pupils and families who are anxious about return to school</i></p> <p>If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via a Zoom meeting.</p>
<p><i>School Workforce</i></p>	<p><i>Staff who are clinically vulnerable or extremely clinically vulnerable</i></p> <p>Most staff will return to the workplace as normal.</p> <p>One teacher who is in her third trimester and one TA who had a shielding letter will both be working from home – supporting with lesson planning and preparation. This was decided in consultation with North Yorkshire HR. One site manager who is clinically vulnerable has changed the times of his shifts so that he can be on site when there are no children and fewer staff in.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.</p> <p>All staff apart from one TA who has a shielding letter and has yet to receive the second dose of the vaccine will return to the workplace.</p> <p><i>Deploying support staff and accommodating visiting specialists</i></p> <p>As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.</p> <p><i>Supply teachers</i></p> <p>Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing. They will also have had to have a gap of seven days since their last school.</p> <p><i>Staff taking leave</i></p> <p>The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.</p> <p>Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work.</p>
<p><i>Safeguarding</i></p>	<p>All existing pre-Covid safeguarding measures will return as normal.</p>
<p><i>Catering</i></p>	<p>Caterlink will be working from the school kitchen. They will be providing 'grab bags' of cold finger food. This will allow for social distancing as they will need fewer members of staff and there will be no need for washing up. It will also allow children to eat in their classrooms more easily as the bags are easy to deliver and tidy away.</p> <p>Grab bags need to take in to account dietary requirements as the kitchen normally would.</p> <p>Caterlink providing hot food from a reduced menu.</p>

Lunch and break times

Each bubble will be supported by the same 3 MSA during lunchtimes. These adults will only be changed in exceptional circumstances. **Each class being supported by its own MSA.** KS1 lunches will be eaten in class groups in the lower hall and KS2 lunches will be eaten in classrooms. EYU will sit picnic style in the lower hall and eat lunch from 11.45 - 12.15 then go back into the unit to go outside or the small classroom if wet play.

A rota will be drawn up to ensure that only members of staff within appropriate bubbles supervise their bubbles at break times. Each bubble will use their own doors to exit and enter the building. This should mean that the bubbles do not need to cross each other at all. However, they should not wait by the green fence at the bottom of their steps if the previous bubble are still on the playground.

Timings of lunchtimes will be staggered, as will break times:

10-10.15	KS1
10.15-10.30	Y3/4
10.30-10.45	Y5/6

1.55-2.10	KS1
2.10-2.25	Y3/4
2.25-2.40	Y5/6

Lunchtime Play Rota

EYU	Lunch 11.45 and then play
Key Stage 1	Play 11.45-12.15 and lunch 12.15-12.45
Year 3/4	Lunch 11.45 – 12.15 and play 12.15 – 12.45
Year 5/6	Lunch 12.15-12.45 and play 12.45-1.15

MSA rota

Attachment		11:45-12:00	12:00-12:15	12:15-12:30	12:30-12:45	12:45-13:00	13:00-13:15
AW	M, Tu, We			Cathy	Cathy	Cathy	Cathy
	Th, Fri			Lynn P.	Lynn P.	Lynn P.	Lynn P.
MS	M, Tu, We			Elsie F.	Elsie F.	Elsie F.	Elsie F.
	Th, Fri			Lisa S	Lisa S	Lisa S	Lisa S
DR/JB	M, Tu, We			Dani	Dani	Dani	Dani
	Th, Fri			Kate	Kate		
GE	M, Tu, We	Honor	Honor	Kate	Kate		
	Th, Fri	Kate	Kate	Honor	Honor		
DE/ED	M, Tu, We	Louise T.	Louise T.	Louise T.	Louise T.		
	Th, Fri	Zara M.	Zara M.	Zara M.	Zara M.		
DP	M, Tu, We	Caz H.	Caz H.	Caz H.	Caz H.	Caz H.	Caz H.
	Th, Fri						
LM	M, Tu, Th	Ellie	Ellie	Ellie	Ellie		
	W, F			Amy	Amy		
RD	M, Tu, We	Tina C.	Tina C.	Tina C.	Tina C.		
	Th, Fri						
EYU							
EYU	Andrea	Andrea	Andrea	Andrea	Andrea	Andrea	Andrea
Eeben	M, Tu, We	Marica	Marica	Marica	Marica		
	Th, Fri			Lynn P.	Lynn P.	Lynn P.	Lynn P.
Jodie	M, Tu, We			Sara	Sara	Sara	Sara
	Th, Fri						
Joel	M, Tu, Th	Emma C.	Emma C.	Amy B	Amy B		
	W, F	Emma C.	Emma C.	Ann C	Ann C		

MSAs will be required to help to supervise the children whilst they eat and then support in cleaning the room before children go out for their playtime. Teachers and teaching assistants should be able to have this hour completely to themselves.

Each class to play in a different zone of the playground.

Estates	<p>Charlie and Paul will conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>Teachers need to ensure that classrooms have good ventilation (open windows and doors).</p>
Educational Visits	<p>Although school trips are permitted to resume, the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance. For this reason we will not have any educational visits in the autumn term. There will be no educational visits during national lockdown.</p>
Wraparound care	<p>Funfishers is permitted to commence. Children attending wrap around care will ideally need to be kept in separate phase bubbles, however that might not be possible due to limited staff numbers and children attending therefore the children will need to remain in small consistent bubbles, observing very good hand hygiene. Funfishers are not offering wrap around care. Funfishers will only be offering before and after school care to Fishergate children. They will be operating a KS1/EYU and a KS2 bubble and we know which children attend on which days. Information about symptomatic children/staff will be shared between the settings. We will also be providing their staff with lateral flow tests from our supply and they will be testing themselves twice a week.</p>

Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p>Curriculum expectations</p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p>	<p>We will return to the normal teaching of all subjects in the autumn term</p> <p>Our Curriculum will remain as broad as it usually is, although teachers will be looking for additional opportunities to fit maths and English in. We have already identified the gaps in learning. In Maths, we will use a combination of NCETM guidance, new maths National Curriculum guidance, and White Rose materials to identify where the children are in their mathematical understanding and support them to move forward from there. English offers valuable cross-curricular links so children will be able to revisit and develop their reading, writing and speaking and listening skills through lots of other topics.</p> <p>Lisa Solanki's team will ensure that appropriate materials are on hand to support children's wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus if appropriate.</p> <p>Online learning has been adapted to reflect feedback from parent questionnaire (July 2020). It will be ready to be 'switched on and off' as necessary should classes/phases/whole school need to close temporarily. If there is a temporary closure the children will be sent home with the photocopies/worksheets that have already been prepared for the week.</p>

<p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	
<p><i>Specific points for early years foundation stage (EYFS) to key stage 3</i></p>	<p>For children in nursery settings, teachers and teaching assistants will focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary.</p> <p>For pupils in key stages 1 and 2, we will prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum will remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p>
<p><i>Music</i></p>	<p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another.</p>
<p><i>Physical activity in schools</i></p>	<p>PE lessons are still to take place. Where possible, should take place outside as transmission of the disease is reduced in the outdoors.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will not be shared between bubbles. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Contact sports are to be avoided.</p>
<p><i>Behaviour expectations</i></p>	<p>The current approved behaviour policy will still apply.</p>

