

## Fishergate Primary School September 2020 Returning to School Protocol and Procedures

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 - Tuesday 8<sup>th</sup> 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.

## **Aim**

The aim of this plan is to minimise the risks from Covid 19 to everyone at Fishergate School, whilst acknowledging that we can't negate them entirely, in order to enable learning in as safe a setting as possible.

## **Controls**

*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
<i>Prevention</i>	
<b>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</b>	<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, <b>they are not to attend school</b>. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the autumn term, during the week of 7<sup>th</sup> September 2020.</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.</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. Signage will show that the room is not to be used as it is waiting to be cleaned after the child has left.</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 14 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><b>Cases of COVID-19 should be reported to the Public Health Team</b></p>

<p><b>Prevention</b></p> <p><b>2. Clean hands thoroughly more often than usual.</b></p>	<p>Adults and children are to wash their hands on the following occasions:</p> <ul style="list-style-type: none"> <li>- Entry to school</li> <li>- Before/after break times</li> <li>- Before lunch</li> <li>- When they change rooms</li> <li>- Before leaving school</li> <li>- Anytime that they visit the toilet or cough/sneeze in to their hands.</li> </ul> <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>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).</p>
<p><b>Prevention</b></p> <p><b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</b></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>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><b>Prevention</b></p> <p><b>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</b></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. See cleaning timetable.</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>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. Wherever possible a teaching assistant will accompany children. Key Stage 1 children will be asked to use hand sanitiser when they return to their classroom in case they have not cleaned their hands adequately. Toilets are to be cleaned regularly during the cleaning team 'sweeps'. Each phase will only use their toilet block.</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. Debbie will ensure that there is always a healthy stock buffer.</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 (<a href="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/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>). 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><b>Prevention</b></p> <p><b>5. Minimise contact between individuals and maintain social distancing wherever possible.</b></p>	<p><b>Grouping the Children</b></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. 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.</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> <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:</p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Social and emotional support can be offered to more children</li> <li>➤ 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</li> <li>➤ 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</li> <li>➤ Staggered entry/exit times and break/lunch times can be managed more effectively in phase bubbles</li> </ul> <p>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</p>

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. Individual risk assessments have been reviewed and shared with all relevant adults.

Classrooms need to be adapted to support distancing where possible. Where tables are used from Year 2 upwards, they should face the front and children should sit side-by-side, not facing one another nor side on. Y2 – Y6 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.

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

#### **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. These families will need to leave the playground and return at the appropriate time – using the one way system.

Parents/carers are to be encouraged to walk to school where possible and only one adult will be permitted on the school grounds

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.

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.

This information has been shared with all families on 16/7/20 and will be re sent w/b 31/8/20.

### **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; this will take place in person. 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. The sign in sheet has been adapted to check their willingness to adhere to school procedures. These sheets can be used for track and trace purposes if necessary.

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.

### **Resources**

In terms of classroom resources, for regularly used stationery, Key Stage 2 children will all have their own labelled individual set that is not to be shared. Teachers will remind children of this on 8/9/20 and it will be included on the Key Points Poster displayed in every classroom. 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. Cleaning resources are stored in each classroom and will be replenished by Allison and Alex.

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. Each phase has its own weekly timetable so all adults will know when the equipment has last been used and therefore, the level of cleaning that will be required. 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. All P.E. equipment has been separated into phase groups. Children in EYU and KS1, and individuals in KS2 will come to school in their P.E. kits on the appropriate days so that staff do not need to help them to get changed.

At playtimes games that encourage distancing and little touch need to be made available to the children. A list of examples have been shared with all staff and are displayed in the staff room. 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.

Pupils should not bring anything additional from home (this information has been shared with all families on 16/7/20 and will be re sent w/b 31/8/20), however, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation before being returned to the library. All books will be changed once per week; timetabled by the class teacher. Books will be left to sit for a week

	<p>and replaced in the library the following week. As the library is not going to be open to pupils teachers will need to choose a selection to bring to their class.</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><b>Prevention</b></p> <p><b>6. Where necessary, wear appropriate personal protective equipment (PPE).</b></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. All staff were trained on how to 'don, doff and dispose' on the training day 7<sup>th</sup> September 2020 and posters are placed around school.</p> <p>In the light of further government guidance, where social distancing is not possible, such as indoor areas outside of classrooms, between members of staff or visitors (for example in staffrooms) staff may wear face covering (e.g. visors) at the discretion of the head teacher. Clear instructions were provided to staff 7/9/20 and children 8/9/20. Face coverings are currently not in use by pupils in primary schools although they may choose to wear them to and from school.</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"> <li>- Face masks</li> <li>- Aprons</li> <li>- Gloves of various sizes</li> <li>- Face shields (limited quantities)</li> <li>-</li> </ul> <p>PPE needs to be worn for first aid if the adult feels that the contact with the child they are looking after will put them at risk. Visors and gloves will be provided in the first aid cupboard in the staff room and all staff were reminded of the need to limit close contact when tending to a child on 7/9/20. Used PPE should be bagged and placed in an outside bin as soon as possible.</p>
<p><b>Response to any infection</b></p> <p><b>7. Engage with NHS Test and Trace.</b></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. This was communicated in the newsletter that was sent to all families on 16/7/20 and will be re sent w/b 31/8/20.</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 by Helen Deighton or Emma Butterworth 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. The school will contact PHE and follow their guidance.</p>



**Response to any infection**

**8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community .**

School should contact the local health protection team:

Public Health England Yorkshire and Humber  
 Health Protection Team  
 0113 386 0300

School should also notify [enquires.publichealth@york.gov.uk](mailto:enquires.publichealth@york.gov.uk) and [education@york.gov.uk](mailto:education@york.gov.uk) of positive or suspected cases.

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 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test. If the symptomatic child’s test is negative, the child 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.

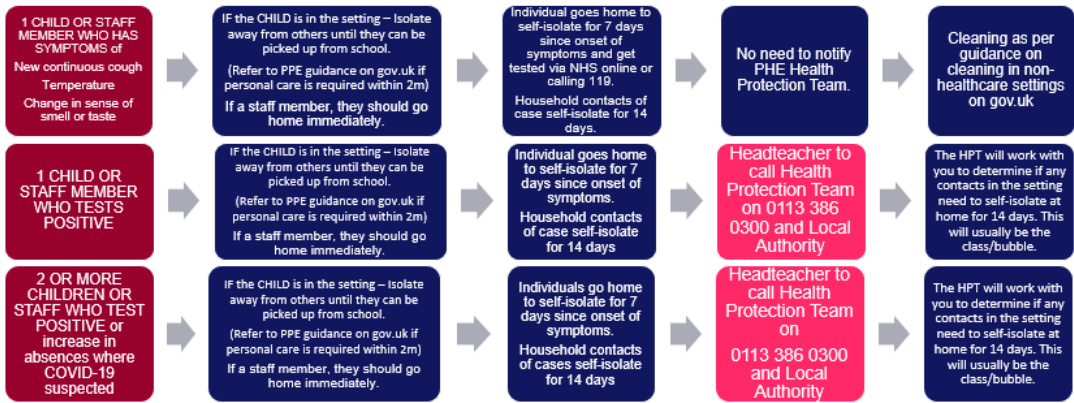


# What to do if you have a case of COVID-19 in your school

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>



Other important control measures to reduce risk to other children and staff include: minimising contact with those who are unwell, handwashing, respiratory hygiene, cleaning, minimising mixing and contact by altering the environment and daily schedules.

<p><b>Response to any infection</b></p> <p><b>9. Contain any outbreak by following local health protection team advice.</b></p>	<p>Helen Deighton or Emma Butterworth will keep in contact with our health protection team.</p> <p>If school has 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout. Tina Clarke, or in her absence Danielle Rees, would take the lead in this communication.</p> <p>This could result in a phase bubble lockdown, a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required. Tina Clarke, or in her absence Danielle Rees, would take the lead in this communication and staff and families would be informed via email.</p>
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## Section 2: School operations

Aspect of school	Action
<p><b>Preparation</b></p>	<p>This opening plan has been shared with staff via email and will be discussed, alongside specific staff guidance on the training day – Monday 6<sup>th</sup> September. Initial details to parents and carers about full opening in September were communicated on the 3<sup>rd</sup> 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.</p> <p><u>Training Day</u> – a training day for all staff will be held on Monday 7<sup>th</sup> September. The aim will be to validate this plan through discussion, preparation of the environment and where appropriate practical rehearsals of control measures and actions.</p>
<p><b>Transport</b></p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> <li>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</li> <li>by public transport services, we mean routes which are also used by the general public</li> </ul>	<p><b>Dedicated school transport</b></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><b>Wider public transport</b></p> <p>Children should not attend trips or visits if they are required to use public transport to get there.</p>
<p><b>Attendance</b></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><b>Attendance expectations</b></p> <p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support. A letter will be sent out to all parents/carers on 3/9/20.</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 by Emma Butterworth and Tina Clarke.</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><b>Pupils who are shielding or self-isolating</b></p> <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. We will support those parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.</p>

	<p>Where children can't attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p><b><i>Pupils and families who are anxious about return to school</i></b></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><b><i>School Workforce</i></b></p>	<p><b><i>Staff who are clinically vulnerable or extremely clinically vulnerable</i></b></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. Risk assessments have been completed with these members of staff.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also. If circumstances change for members of staff they know to discuss their concerns with their phase leader or Tina Clarke (training day 7/9/20)</p> <p><b><i>Deploying support staff and accommodating visiting specialists</i></b></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><b><i>Supply teachers</i></b></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. School will contact the agency to confirm that the supply teacher has had a gap of at least seven days since their last school. Yorkshire Education have been sent a copy of our guidelines for teachers and the office staff will ensure that the supply teacher has read and agreed to them before allowing them into the main school building. The signing in sheet, which will also be used for track and trace purposes in the case of a positive test, will be amended and a box will be added to indicate that the individual has understood and will follow the school protocols.</p> <p><b><i>Staff taking leave</i></b></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. Any staff in this position will contact Tina Clarke as soon as possible.</p>

<b>Safeguarding</b>	All existing pre-Covid safeguarding measures will return as normal. See safeguarding policy.																																																																																																																																						
<b>Catering</b>	<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. Caterlink have confirmed adaptations for dietary requirements. They are aware of the school’s protocols and will follow the requirements as appropriate. Systems are in place to allow for track and trace if required.</p>																																																																																																																																						
<b>Lunch and break times</b>	<p>Each bubble will be supported by the same 3 MSAs during lunchtimes. These adults will only be changed in exceptional circumstances.</p> <p>KS1 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.</p> <p>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.</p> <p>Timings of lunchtimes will be staggered, as will break times:</p> <table border="1" data-bbox="411 1128 1461 1883"> <thead> <tr> <th></th> <th></th> <th colspan="3">Morning play</th> <th colspan="3">Afternoon Play</th> </tr> </thead> <tbody> <tr> <td rowspan="3"><b>Monday</b></td> <td>Year 1/2</td> <td>10.00-10.15</td> <td>RD</td> <td>RH</td> <td>2.00-2.15</td> <td>SW</td> <td>AC</td> </tr> <tr> <td>Year 3/4</td> <td>10.15-10.30</td> <td>SP</td> <td>VS</td> <td>2.15-2.30</td> <td>DP</td> <td>ED</td> </tr> <tr> <td>Year 5/6</td> <td>10.30-10.45</td> <td>DR</td> <td>LP</td> <td>2.30-2.45</td> <td>MS</td> <td>CS</td> </tr> <tr> <td rowspan="3"><b>Tuesday</b></td> <td>Year 1/2</td> <td>10.00-10.15</td> <td>LM</td> <td>MK</td> <td>2.00-2.15</td> <td>LM</td> <td>JS</td> </tr> <tr> <td>Year 3/4</td> <td>10.15-10.30</td> <td>JC</td> <td>VS</td> <td>2.15-2.30</td> <td>GE</td> <td>ED</td> </tr> <tr> <td>Year 5/6</td> <td>10.30-10.45</td> <td>LP</td> <td>EF</td> <td>2.30-2.45</td> <td>DR</td> <td>AW</td> </tr> <tr> <td rowspan="3"><b>Wednesday</b></td> <td>Year 1/2</td> <td>10.00-10.15</td> <td>SW</td> <td>AB</td> <td>2.00-2.15</td> <td>RD</td> <td>LM</td> </tr> <tr> <td>Year 3/4</td> <td>10.15-10.30</td> <td>GE</td> <td>MK</td> <td>2.15-2.30</td> <td>DP</td> <td>JC</td> </tr> <tr> <td>Year 5/6</td> <td>10.30-10.45</td> <td>CB</td> <td>JS</td> <td>2.30-2.45</td> <td>*</td> <td>*</td> </tr> <tr> <td rowspan="3"><b>Thursday</b></td> <td>Year 1/2</td> <td>10.00-10.15</td> <td>CB</td> <td>JS/AC</td> <td>2.00-2.15</td> <td>SW</td> <td>RH</td> </tr> <tr> <td>Year 3/4</td> <td>10.15-10.30</td> <td>DE</td> <td>VS</td> <td>2.15-2.30</td> <td>JC</td> <td>CB</td> </tr> <tr> <td>Year 5/6</td> <td>10.30-10.45</td> <td>EF</td> <td>CS</td> <td>2.30-2.45</td> <td>AW</td> <td>MS</td> </tr> <tr> <td rowspan="3"><b>Friday</b></td> <td>Year 1/2</td> <td>10.00-10.15</td> <td>JS</td> <td>AB</td> <td>2.00-2.15</td> <td>RD</td> <td>AC</td> </tr> <tr> <td>Year 3/4</td> <td>10.15-10.30</td> <td>SP</td> <td>HR</td> <td>2.15-2.30</td> <td>DE</td> <td>DP</td> </tr> <tr> <td>Year 5/6</td> <td>10.30-10.45</td> <td>JB</td> <td>CS</td> <td>2.30-2.45</td> <td>AW</td> <td>MS</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Start of day: Tina/Lisa/Dan</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Morning play			Afternoon Play			<b>Monday</b>	Year 1/2	10.00-10.15	RD	RH	2.00-2.15	SW	AC	Year 3/4	10.15-10.30	SP	VS	2.15-2.30	DP	ED	Year 5/6	10.30-10.45	DR	LP	2.30-2.45	MS	CS	<b>Tuesday</b>	Year 1/2	10.00-10.15	LM	MK	2.00-2.15	LM	JS	Year 3/4	10.15-10.30	JC	VS	2.15-2.30	GE	ED	Year 5/6	10.30-10.45	LP	EF	2.30-2.45	DR	AW	<b>Wednesday</b>	Year 1/2	10.00-10.15	SW	AB	2.00-2.15	RD	LM	Year 3/4	10.15-10.30	GE	MK	2.15-2.30	DP	JC	Year 5/6	10.30-10.45	CB	JS	2.30-2.45	*	*	<b>Thursday</b>	Year 1/2	10.00-10.15	CB	JS/AC	2.00-2.15	SW	RH	Year 3/4	10.15-10.30	DE	VS	2.15-2.30	JC	CB	Year 5/6	10.30-10.45	EF	CS	2.30-2.45	AW	MS	<b>Friday</b>	Year 1/2	10.00-10.15	JS	AB	2.00-2.15	RD	AC	Year 3/4	10.15-10.30	SP	HR	2.15-2.30	DE	DP	Year 5/6	10.30-10.45	JB	CS	2.30-2.45	AW	MS										Start of day: Tina/Lisa/Dan						
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Lunchtime Play Rota			
Phase:	Time:	Playground:	MSA:
EYU	11.45-12.45	EY playground	Andrea Hickinbotham
			Debbie Adkinson/Sarah Burland
Year 1/2	11.45-12.45	11.45-12.15	
SW	(Play first)		Caz Heeley
RD			Tina Clarke
LM			Ellie Ball
Year 3/4	11.45-12.45	12.15-12.45	
GE	(Eat first)		Kate Edwards/Amy Buck
DP			Zara McGrath
ED/DE			Cathy Dwyer/Honor Hirons
Year 5/6	12.15-1.15	12.45-1.15	
MS	(Eat first)		Elsie Franklin
AW			Lynn Paradine
DR/JB			Lisa Solanki/Dani Rees

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. The cleaning team will also support with cleaning the classrooms when the children are on the playground. The MSAs will clean as many tables as they can with the cleaning products that are kept in every classroom. They will leave the chairs out of any tables that they did not have time to clean so that the cleaning team know which areas still need to be attended to. All children will be taken out of the classroom and onto the playground together. Slower eaters will finish their food in the playground. MSAs will be responsible for administering First Aid and will be provided with the appropriate PPE (disposable aprons, gloves). This PPE will be placed in the 'cleaning stations' in every classroom. Plastic visors will be provided for every adult who requests one and can be used whenever an adult chooses to. These visors are the responsibility of each individual staff member.

Teachers and teaching assistants should be able to have this hour completely to themselves.

**Estates**

Charlie and Paul will conduct the normal pre-term building checks as per the existing schedule of work.

Teachers need to ensure that classrooms have good ventilation (open windows and doors). Teachers are responsible for making sure that these are closed at the end of each day.

**Educational Visits**

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. This will be reviewed before the Spring term in accordance with any guidance.

<b>Wraparound care</b>	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. In the event of a positive case of Covid-19 in either Fishergate or Funfishers the affected setting will let the other one know.
<b>Communication</b>	Communications to Governors, parents/carers, staff and children will be maintained as follows: Letters detailing all procedures and protocols will be sent to parents before 17/7/20 and re-sent w/b 31/8/20.
<b>Governor Business</b>	Governors will continue to exercise their responsibilities remotely until further notice. Maximum use of virtual conferencing facilities and IT is encouraged in order to maintain governor contact, support and accountability in key areas.

### Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p><b>Curriculum expectations</b></p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, 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>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>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><b><i>Specific points for early years foundation stage (EYFS) to key stage 3</i></b></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><b><i>Music</i></b></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><b><i>Physical activity in schools</i></b></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><b><i>Behaviour expectations</i></b></p>	<p>The current approved behaviour policy will still apply. See behaviour policy.</p>
<p><b><i>Pastoral support and well-being</i></b></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>The most appropriate provision will be in place for vulnerable pupils (those with EHCP, social are involvement, children with welfare SEMH needs). Transition plans have been made for children who may need additional support.</p>



