

LAITHES PRIMARY SCHOOL

NATIONAL LOCKDOWN – JANUARY 5TH 2021

The document below has been written by the Headteacher Georgina Fletcher in consultation with staff. All details of this plan have also been sent to the relevant bodies of ECMAT to ensure that they are aware of the application of DfE guidance and trust policies whilst paying attention to the schools own individual needs, circumstances and situation.

In completing this plan the following documents have been followed and best endeavours to apply have been made

- Our Plan to Rebuild : The UK Governments COVID-19 Recovery Strategy
- Coronavirus (COVID-19) : implementing protective measures in education and childcare settings

Further documents (including ECMAT and school policies) may be added to this plan as more guidance and information is received.

GENERAL HEADLINE			
Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
How many children will we have returning to school on 6 TH January?	<ul style="list-style-type: none">• Publish reopening plan and related risk assessments on school website so parents are able to make an informed decision• Gather numbers before reopening so that necessary plans / adjustments to plans and staffing can be made	Telephone individual families to confirm position	5.1.21

IN ORDER TO FOLLOW GUIDANCE CAN WE OFFER ALL ELIGIBLE CHILDREN A FULL TIME PLACE OR WILL PARTIAL TIMETABLES NEED TO BE APPLIED?

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
<p>1. All risk assessments, health and safety policies and compliance checks will need to be completed before reopening</p>	<p>These will be completed initially at trust level (PPE, H&S etc) and then applied to individual Laithes circumstances. It is vital that all of these changes and new ways of working are communicated to staff and that these are then made available to parents / carers through website. Considerations and input from staff is recommended when completing your risk assessment. · Review your existing risk assessments and evacuation procedures in line with the Coronavirus guidance from Gov.uk Blank risk assessment templates can be found at https://www.barnsley.gov.uk/services/children-families-and-education/childcare-nurseries-and-family-support/early-years-and-childcare-professionals/useful-information-and-documents/ Consider if any changes are required in policies and procedures as a temporary measure.</p>		<p>5.1.21</p>
<p>2. Organisation of class sizes and groups in accordance with all relevant guidance</p>	<p>This will initially have to be planned working on the assumption that all eligible children will be attending school.</p> <ul style="list-style-type: none"> • Key worker and vulnerable children will be offered full time places • <i>This will need every member of staff that we have to maintain. We will therefore not be able to maintain small groups on a full time basis if staff are unwell or isolating.</i> <p>Think about the number of staff and children per group Work out the number of small groups you will have in total. Retain class bubbles in order to deliver the</p>	<p>Staff questionnaires to be returned</p> <p>Identify vulnerable staff unable to supervise groups with social distancing in place.</p>	<p>by 5.1.21</p> <p>GF</p>

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
	<p>Curriculum effectively to children attending as well as children learning remotely.</p> <p>Consider how you would use your indoor and outdoor spaces to keep the small groups separated. ·</p> <p>Consider how children in different groups would access toileting and handwashing facilities safely and without mixing with other groups. ·</p> <p>Consider how meal times could be organised safely without mixing groups of children</p>	<p>Handwashing within each classroom – soap and sanitiser</p> <p>Toilets divided between groups – see individual class plans</p>	
<p>3. Organisation of workspaces to maintain space between desks and seats wherever possible</p>	<p>In KS1 and KS2 2m spacing between desks.</p> <p>Classrooms will have to be organised to maximise the space available and create maximum space between children.</p> <p>Children encouraged to sit on allocated carpet space etc.</p> <p>SOCIAL DISTANCING CANNOT BE MAINTAINED AT ALL MOMENTS OF THE DAY BUT MUST BE ENCOURAGED AS MUCH AS POSSIBLE.</p>	<p>Groups of 15 maximum functioning as a protected ‘bubble’</p>	<p>5.1.21</p>
<p>4. Refresh the timetable</p>	<p>Lessons and activities will be delivered as close to the school timetable as possibly can. Remote learning offer to match classroom delivery. Remote Learning policy and procedures to be updated and shared with parents on website.</p> <p>Cloakrooms will not be used either as this is ‘hot spot’ for bringing groups together.</p> <p>Outdoor learning will be considered wherever possible but the reality is that this will not be option all of the time.</p> <p>Timetables for the day will be carefully designed to ensure that there will be minimum contact / crossover between groups and their movement between spaces</p>	<p>Online/ Home learning and school resources to match to minimise workload and create a balanced offer to all children.</p> <p>Individual bubble sittings for hot meals.</p>	<p>All Teachers JG to update website</p> <p>ongoing</p> <p>TAs</p>

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
	<p>Assemblies to be delivered via remote delivery only</p> <p>Break times and lunch times will be staggered. These timetables will be designed over the next week and shared with staff and parents / carers to ensure transparency in all aspects of the return to school.</p> <p>In terms of staggered starts and finish times we will maintain the times introduced in September. As we do have a large number of entry points in to buildings we will make maximum use of these to ensure social distancing. A “one way” system will be implemented around school buildings to ensure safety. PARENTS AND CARERS WILL NOT BE PERMITTED ACCESS TO EITHER THE KEY STAGE 1 OR KEY STAGE 2 BUILDING. ONLY ONE PARENT AT ANY ONE TIME</p>	<p>Staggered move to outdoors. Allocated zones for each group.</p> <p>Letter to parents outlining procedures and expectations</p>	<p>GF HG</p> <p>GF (PSAs)</p>
5. EYFS settings and classrooms	Please see the individual plans below for actions relevant to FS1 and FS2		EYFS staff
6. Removal of unnecessary items from classrooms	Please see the individual plans below with reference to individual classrooms		All staff
7. Remove soft furnishings	Please see the individual plans below with reference to individual classrooms		All staff
8. Arrival and exit procedures	<p>No parents / carers or children to be permitted access to school grounds before 8:45 am. Parents told not to gather at gates to allow everyone to access school grounds safely and not having to pass crowds.</p> <p>Only one adult per family group permitted onto school grounds. Floor markings will indicate where to stand.</p>	Letter to parents outlining procedures and expectations	<p>GF, HG, KE, SM</p> <p>All staff ongoing</p>

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
	<p>A one way system will be introduced to support social distancing</p> <p>The school car park will not be accessible to vehicles from 8:30am – 9:30am and from 2.45pm – 3:30pm</p> <p>Staggered start times for each year group. Registration period extended to allow parents to make decision with regards to entry.</p>	BS	
Staff or children showing signs of COVID 19 / Confirmed case of COVID 19 and testing	Follow guidance as stated in “Coronavirus (COVID-19) : implementing protective measures in education and childcare settings”	Letter to state no entry for children/families or staff with symptoms	GF Update on website and letter
Transmission of coronavirus	<p>Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home.</p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’, which sets out that they must self-isolate and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate (in accordance with the current government guidance) from when the symptomatic person first had symptoms. • If they have tested positive whilst not experiencing symptoms</p>	<p>Share current guidance with parents on symptoms and the procedures for self isolation and requesting a test.</p> <p>SLT to know procedure for reporting a confirmed case.</p>	GF ongoing

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
	<p>but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.</p> <p>Where a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If the child needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p>		

FOUNDATION STAGE 1

“For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply as set out here, and we recommend using these to group children.”

“In addition, childcare settings or early years groups in school should:

- consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing*
- consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously”*

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
FS1 children to be split into a maximum group of 10	The groups can be offered up to 30 hours attendance. Consideration will also need to be paid to the new January starters who have not yet been admitted.	Contact parents to establish offer	KC, SM, JP, JB 5.1.21
Protective measures	<p>Refresh the timetable/routine taking into account specific start and finish times</p> <ul style="list-style-type: none"> · Stagger snack/break/lunch times in order for children to remain in their designated groups and allow for cleaning to take place between groups of children accessing <p>Remove 'free flow' snack. All children will have a designated snack time in their designated groups.</p>	Nurse providing additional lunchtime cleaning.	5.1.21
In line with DFE guidance <i>“remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)”</i>	<p>ALL soft furnishings (rugs, cushions, fancy dress etc) should be removed from the setting and stored.</p> <p>Re-organise the learning environment to minimise spread of infection</p>		
<p>With regards to indoor equipment</p> <ul style="list-style-type: none"> • <i>remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</i> • <i>remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</i> 	<p>As part of classroom preparation staff need to pay careful attention to this guidance and any subsequent guidance that will be released for EYFS settings.</p> <p>Staff will need to consider how easily equipment and resources can be cleaned during the lunchtime break to ensure that it <i>“is appropriately cleaned between groups of children using it”</i></p> <p>The cleaning of this equipment will need to form part of discussion with cleaning team.</p> <p>It may be that there has to be two sets of resources which are limited to each of the groups of children (We will need to determine how realistic this expectation is)</p>		

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
	<p>Children to have their own set of writing resources in their own pencil case. This will include: pencils, glue stick, scissors,</p>		
Wellbeing	<p>Put in place measures to check on staff wellbeing (including for leaders) · Consider how to support the emotional needs of children returning to setting school (for example, bereavement support) and discuss with the local authority what wider support services are available. Work with the local authority to secure services for additional support and early help where appropriate.</p>	<p>GF, HG, MG agree on support for staff. Training. HG, KS, SM, KE identify needs for pupils and families</p>	
<p>With regards to outdoor equipment <i>“consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously”</i></p>	<p>Outdoor equipment to be split into one set allocated to each of the groups, sterilised mid week. Staff must be very clear about what equipment is to be used for each group. Cleaning of outdoor equipment to be discussed. Consider how you would limit the amount of shared resources e.g. o Set up/split resources per group Introduce a system to encourage children to use equipment then place it in a designated area for cleaning prior to further use ‘choose it, use it, clean it’ Consider how each of the groups will access the outdoors as much as possible, adhering to the same principles regarding limiting shared resources and cleaning after use. <u>First aid bags in to be set up in each classroom, rather than a central space on the corridor.</u> <u>Pupils to bring own water bottle from home.</u></p>		
<p>Ensure that drop off and pickups are completed safely and in a way that minimises contact between adults.</p>	<p>NO PARENTS OR CARERS ARE TO BE ALLOWED ENTRY TO THE FOUNDATION STAGE 1 CLASSROOM</p> <ul style="list-style-type: none"> Community Room could be used to put coats on instead of corridor cloakroom area. This will mean 		

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
<p><i>“plan parents’ drop-off and pick-up protocols that minimise adult to adult contact”</i></p>	<p>that children must be dressed in coats and with any bags at finish time in preparation for immediate dismissal.</p> <ul style="list-style-type: none"> • Parents will not be allowed entry to classroom as part of normal settling routine. This will be communicated to parents beforehand with clear explanation as to why. • One member of staff on door and one with children to ensure safe entry / exit • Entry point and one way system to be discussed as an alternative to narrow pathway entrance. • 2 metre markings for parents 		
<p>Decision to be made whether sessional times will be maintained or changes needed to ensure safety of all.</p>	<p>It may be that finish time of morning session and start time of afternoon session are altered slightly to ensure that necessary cleaning can take place over lunch time.</p>	<p>Morning and afternoon equipment to be separate to allow more time to clean.</p>	
<p>Learning and development</p>	<p>Early years settings should use reasonable endeavours to deliver the learning and development requirements as far as possible in the current circumstances, as set out here: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</p> <p>Consider which learning and development activities are appropriate, maintaining a playful approach to learning whilst ensuring children remain in their small groups at all times and that equipment is not shared.</p>		
<p>Ensure clear guidance around use of PPE particularly for intimate care and first aid</p>	<p>There is guidance provided in the document <i>“Implementing protective measures in education and childcare settings”</i> which will be shared.</p> <p>Further policy from ECMAT.</p>		

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
	<p>All documents and relevant risk assessments will need to be shared with staff and regularly reviewed to ensure safety of all involved.</p> <p>Toileting to take place every half an hour in order to avoid accidents and ensure regular hand washing.</p> <p>PPE supplies have been purchased and direction of the use will be provided by guidance stated above.</p> <p>Refer to the PPE guidance in the document below: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>Masks to be worn by all staff.</p> <p>Additional PPE to be worn for changing and first aid – gloves, apron, mask and shield.</p>		
<p>Will sand, water and dough still be permitted within EYFS settings?</p>	<p>It would appear safer to remove these as they cannot be disinfected. All shared sensory play will be removed at this time.</p>		
<p>Ensuring that all rooms, resources and surfaces are cleaned between groups of children using</p>	<p>Discussions with teaching and cleaning team to ensure</p> <ul style="list-style-type: none"> • End of each session all surfaces and high use areas are cleaned to correct standards • Sets of resources are switched to ensure that they are provided to correct children as planned in organisation of room <p>Refer to the cleaning & hygiene section of Implementing Protective Measures in Education & Childcare settings. https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p>		

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
	<p>Also refer to: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public (how to wash your hands video)</p> <ul style="list-style-type: none"> Teaching staff will not be expected to clean routinely but there should be an element where if needed during session it can be done safely and within realistic expectations. 		
Staffing levels need to be legal under the supervision ratios detailed in EYFS guidance	<p>KC and KA-L will remain in the FS1 unit. If extra staff can be deployed to support, they will. However, with numbers of children in school this is unlikely.</p>		

FOUNDATION STAGE 2

“For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply as set out here, and we recommend using these to group children.”

“In addition, childcare settings or early years groups in school should:

- consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing*
- consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously”*

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
<p>FS2 children to be split into two groups to allow safe opening in line with current guidelines</p> <p>These two groups will be taught as separate “classes” in Little Owl and Golden Owl classrooms. Maximum 15 per group</p> <p>The FS2 groups will not be allowed to mix which will ensure that contact is limited and reduced.</p>	<p>Whether groups will be able to be offered full time places will depend on numbers. As other groups of children return and if we have to maintain the smaller groups then a reduced timetable will have to be implemented.</p> <p>Use of the outdoor provision will be timetabled so groups do not cross over and equipment is not shared. Stagger snack/break/lunch times in order for children to remain in their designated groups and allow for cleaning to take place between groups of children accessing</p> <p>Remove ‘free flow’ snack. All children will have a designated snack time in their designated groups. Children to bring own water bottle from home.</p>	<p>Allocate outdoor equipment to each group – sheds.</p> <p>PPA time for teachers to be arranged within teams of staff – same ‘bubble’</p>	
<p>Toilets and handwashing</p>	<p>Both ‘classrooms’ have a sink in them. However, both groups of children will have to share the same bathroom facilities. There will be no “free flow” to toilets and staff in each of the classrooms will have to establish rules with the children about accessing toilets.</p> <p>Toileting to take place every half an hour in order to avoid accidents and ensure regular hand washing. Each group has a designated time slot for toileting and hand washing to prevent busy periods.</p>		
<p>In line with DFE guidance <i>“remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)”</i></p>	<p>staff to remove ALL soft furnishings (rugs, cushions, fancy dress etc) should be removed from the setting and all stored until the time comes when they can be reinstated.</p> <p>Fancy dress and objects which children may put to their mouths, e.g. plastic fruit, will be removed from the home corner.</p>		
<p>With regards to indoor equipment</p>	<p>As part of classroom preparation staff need to pay careful attention to this guidance and any subsequent guidance that will be released for EYFS settings.</p>		

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
<ul style="list-style-type: none"> • <i>remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</i> • <i>remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</i> 	<p>Staff will need to consider how easily equipment and resources can be cleaned during the lunchtime break to ensure that it <i>“is appropriately cleaned between groups of children using it”</i></p> <p>Re-organise the learning environment to minimise spread of infection · Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. The cleaning of this equipment will need to form part of discussion with cleaning team.</p> <p>It may be that there has to be two sets of resources which are limited to each of the groups of children (We will need to determine how realistic this expectation is)</p> <p>Children will have their own pencil pack with resources for the writing area. These include pencils, glue sticks, scissors. Continuous provision writing resources will be removed.</p>		
<p>With regards to outdoor equipment <i>“consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously”</i></p>	<p>Outdoor equipment to be split into two sets with one set allocated to each of the two groups</p> <p>The two groups could both have their own outdoor space? – playground area and woodland area. Staff must be very clear about what equipment is to be used for each group. Cleaning of outdoor equipment to be discussed.</p> <p>Set up/split resources per group. Introduce a system to encourage children to use equipment then place it in a designated area for cleaning prior to further use ‘choose it, use it, clean it’</p> <p>· Consider how each of the groups will access the outdoors as much as possible, adhering to the same principles regarding limiting shared resources and cleaning after use.</p>		

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
<p>Ensure that drop off and pickups are completed safely and in a way that minimises contact between adults. <i>“plan parents’ drop-off and pick-up protocols that minimise adult to adult contact”</i></p>	<p>NO PARENTS OR CARERS ARE TO BE ALLOWED ENTRY TO THE FOUNDATION STAGE 2 CLASSROOM , CLOAKROOM OR ENTRANCE</p> <ul style="list-style-type: none"> • Children will access via existing entry doors. Cloakrooms will not be used as they will cause children to congregate closely. • Parent drop off point marked on playground. • Children must be dressed in coats and with any bags at finish time in preparation for immediate dismissal. • Parents will not be allowed entry to classroom as part of normal settling routine. This will be communicated to parents beforehand with clear explanation as to why. • One member of staff on door and one with children to ensure safe entry / exit (Due to two entry points PSA may need to offer support at this time) <p><i>Little Owls will hang their belongings on the mobile cloakroom located in Little Owls class.</i> <i>Golden Owls will use the FS2 cloakroom.</i></p>		
<p>Decision to be made whether sessional times will be maintained or changes needed to ensure safety of all.</p>	<p>Sessional times will be looked at and reviewed as part of a whole school approach. These will be clearly communicated with staff and parents before 6th January</p>		
<p>Lunchtimes and bringing large amounts of children together</p>	<p>The two groups of children will remain separate for lunch and will form part of the staggered lunchtime approach that will be implemented for the whole school. The two groups will remain for break at lunchtime and will be supervised within their own outdoor area. (SMSAs may need to be included on Lunchtime supervision rota to ensure safety and correct supervision levels)</p>	<p>Additional staff rota for EHCP children</p>	

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
Ensure clear guidance around use of PPE particularly for intimate care and first aid	<p>There is guidance provided in the document <i>‘Implementing protective measures in education and childcare settings’</i> which will be shared.</p> <p>Further policy from ECMAT.</p> <p>All documents and relevant risk assessments will need to be shared with staff and regularly reviewed to ensure safety of all involved</p> <p>PPE supplies have been purchased and direction of the use will be provided by guidance stated above.</p> <p>Refer to the PPE guidance in the document below: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p><u>First aid bags in to be set up in each classroom, rather than a central space on the corridor.</u></p>		
Will sand, water and dough still be permitted within EYFS settings?	It would appear safer to remove these items as they cannot be disinfected		
Ensuring that all rooms, resources and surfaces are cleaned between groups of children using	<p>Discussions with teaching and cleaning team to ensure</p> <ul style="list-style-type: none"> • End of each session all surfaces and high use areas are cleaned to correct standards • Teaching staff will not be expected to clean routinely but there should be an element where if needed during session it can be done safely and within realistic expectations. <p>Refer to the cleaning & hygiene section of Implementing Protective Measures in Education & Childcare settings. https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p>		

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
	protective-measures-in-education-and-childcare-settings · Also refer to: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public (how to wash your hands video)		
Staffing levels need to be legal under the supervision ratios detailed in EYFS guidance	Staff for FS2 will be looked at as part of the whole school timetabling. Guidance states that TAs can be used to manage larger groups of children under the supervision of a class teacher.	MC + SD AW + TG SMSAs to support lunchtime	
Wellbeing	Put in place measures to check on staff wellbeing (including for leaders) · Consider how to support the emotional needs of children returning to setting school (for example, bereavement support) and discuss with the local authority what wider support services are available. Work with the local authority to secure services for additional support and early help where appropriate.	GF, HG, MG agree on support for staff. Training. HG, KS, SM, KE identify needs for pupils and families	

KS1

“It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff, where possible, only mix in a small, consistent group and that small group stays away from other people and groups.

“Classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed one teaching assistant) ... Desks should be spaced as far apart as possible.

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
<p>Setting up the classroom(s) to ensure that all DfE and government guidance is adhered to.</p> <p><i>“remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)”</i></p> <p><i>“Desks should be spaced as far apart as possible”</i></p>	<p>Boobook, Spotted and Striped Owl classrooms. ALL soft furnishings (rugs, cushions, fancy dress etc) should be removed from the setting and all stored until the time comes when they can be reinstated.</p> <p>Desks should be spaced as far apart as is possible given the number of children and the space available. (Max 15 in class). Brent Smith to arrange.</p>		6.1.21
Staffing in each bubble	<p>2 adults each bubble in order to supervise breaks, deliver in person and remote teaching.</p> <ul style="list-style-type: none"> Minimise contact between individuals and maintain social distancing wherever possible Pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve. Reduce the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. 	PPA time for teachers and TAs to be arranged within teams of staff – same ‘bubble’	6.1.21
Playground and equipment	<p>Assign equipment to specific groups and this will need to be managed and supervised. (Preferred option would be to assign equipment to groups)</p> <p>Each group has a designated time slot for toileting and hand washing to prevent busy periods.</p> <p>Each child will have their own individual equipment – labelled clearly and stored off the desks at night.</p> <p><u>First aid bags in to be set up in each classroom, rather than a central space on the corridor.</u></p> <p><u>Pupils to bring own water bottle from home.</u></p>	<p>KS1 playground to be divided into separate playtimes.</p> <p>Allocated outdoor equipment for each group – no sharing.</p>	6.1.21

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
		Staff to supervise use and storage of equipment. Letter to include	
Lunchtime	The three groups of children will remain separate for lunch and will form part of the staggered lunchtime approach that will be implemented for the whole school. The three groups will remain separate, as far as possible, for break at lunchtime and will be supervised within their own outdoor area.	Supervised move to playground zone.	
Entry and exit points	Entry and exit points will form part of the whole school approach and implementation of a one way system around school. This guidance was shared with staff and parents and carers before the conditional, phased reopening on 1 June.	Parents waiting area marked with 2 metre distancing beside car park. Staff to collect children and escort up and down ramp, maintaining distancing.	BS markings – 22.5.20 GF – letter KS1 staff - daily
Ensure clear guidance around use of PPE particularly for intimate care and first aid	There is guidance provided in the document <i>‘Implementing protective measures in education and childcare settings’</i> which will be shared. Further policy from ECMAT. All documents and relevant risk assessments will need to be shared with staff and regularly reviewed to ensure safety of all involved PPE supplies have been purchased and will be worn by all staff.		
Wellbeing	Put in place measures to check on staff wellbeing (including for leaders) · Consider how to support the emotional needs of children returning to setting school (for example,	GF, HG, MG agree on support for staff. Training.	

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
	bereavement support) and discuss with the local authority what wider support services are available. Work with the local authority to secure services for additional support and early help where appropriate.	HG, KS, SM, KE identify needs for pupils and families	

KS2

"It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff, where possible, only mix in a small. Consistent group and that small group stays away from other people and groups.

"Classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed one teaching assistant) ... Desks should be spaced as far apart as possible.

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
Setting up the classroom(s) to ensure that all DfE and government guidance is adhered to. <i>"remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)"</i> <i>"Desks should be spaced as far apart as possible"</i>	ALL soft furnishings (rugs, cushions, fancy dress etc) should be removed from the setting and all stored until the time comes when they can be reinstated. Desk should be spaced as far apart as is possible given the number of children and the space available. (Max 15 in class)	separate seating to 2 metre distancing	BS – 15.5.20 Teaching staff to maintain pupil distancing - daily
Class bubbles remain in their own classroom Maximum 15 per group	Bubbles remain in own classroom with familiar staff in order to deliver the curriculum effectively to children in school and working remotely.	Individual class bubbles established with enough staff to cover dinner times and breaks.	6.1.21

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
	Appropriate curriculum teaching can be delivered without a crossover of support staff.		
Staffing of each class group	<p>2 adults each bubble in order to supervise breaks, deliver in person and remote teaching.</p> <ul style="list-style-type: none"> • Minimise contact between individuals and maintain social distancing wherever possible • Pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve. • Reduce the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. 	PPA time for teachers and TAs to be arranged within teams of staff – same 'bubble'	6.1.21
Playground and equipment	<p>Assign equipment to specific groups and this will need to be managed and supervised or whether we do not have play ground equipment. (Preferred option would be to assign equipment to groups but we will await the EYFS guidance to see if there is any direction for outdoor equipment / PE equipment)</p> <p>LKS2 and UKS2 designated toilets.</p> <p>Each child will have their own individual equipment – labelled clearly and stored off the desks at night.</p> <p><u>First aid bags in to be set up in each classroom, rather than a central space on the corridor.</u></p> <p><u>Pupils to bring own water bottle from home.</u></p> <p><u>Each group has a designated time slot for toileting and hand washing to prevent busy periods.</u></p> <p><u>Cloakrooms not used. Store belongings in classroom</u></p>	<p>Separate outdoor zones to be allocated.</p> <p>Each group to have own outdoor equipment.</p> <p>Supervising staff to ensure safe usage and storage of individual equipment.</p> <p>Staff to ensure toilets are only used one at a time.</p>	<p>SC</p> <p>Teaching staff</p> <p>ongoing</p>

Issue	Additional information and proposed actions	Actions applied / confirmed	Action completed by / Date agreed /
Lunchtime	<p>The KS2 groups of children will remain separate for lunch and will form part of the staggered lunchtime approach that will be implemented for the whole school. The KS2 groups will remain separate, as far as possible, for break at lunchtime and will be supervised within their own outdoor area.</p> <p>KS2 playground zone or field zone allocated for each group.</p>	Staggered, supervised move to outdoor zone.	Ongoing
Entry and exit points	<p>KS2 parents will not be allowed to accompany children onto site.</p> <p>Entry and exit points will form part of the whole school approach and implementation of a one way system around school. This guidance was shared with staff and parents and carers before the conditional, phased reopening on 1 June.</p>	Letter to parents explaining children will enter site alone and will be met by staff	GF - 22.5.20
Ensure clear guidance around use of PPE particularly for intimate care and first aid	<p>There is guidance provided in the document <i>‘Implementing protective measures in education and childcare settings’</i> which will be shared.</p> <p>Further policy from ECMAT.</p> <p>All documents and relevant risk assessments will need to be shared with staff and regularly reviewed to ensure safety of all involved</p> <p>PPE supplies have been purchased and direction of the use will be provided by guidance stated above.</p>	<p>PPE provided for all staff.</p> <p>Additional PPE available for First Aid/ Intimate care if necessary</p>	
Wellbeing	<p>Put in place measures to check on staff wellbeing (including for leaders) · Consider how to support the emotional needs of children returning to setting school (for example, bereavement support) and discuss with the local authority what wider support services are available. Work with the local authority to secure services for additional support and early help where appropriate.</p>	<p>GF, HG, MG agree on support for staff.</p> <p>Training.</p> <p>HG, KS, SM, KE identify needs for pupils and families</p>	

