

Ballifield Primary School Risk Assessment **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 – Thursday 3rd September 2020 (1st & 2nd September staff INSET).

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 (appendix 1) that has been produced using a LA-approved template 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>). It is a legal requirement to review and update the previous risk assessment.

"The following plan outlines relevant detail from the government's guidance with further detail about how Ballifield 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 Ballifield Primary School 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) Where recommended, use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).

Numbers 1 to 5 must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection

- 8) Engage with the NHS Test and Trace process.
- 9) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
- 10) Contain any outbreak by following local health protection team advice.

Numbers 8 to 10 must be followed in every case where they are relevant.

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

Systems of control	Action
<i>Prevention</i>	
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, <u>they are not to attend school</u>. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again in the autumn term (a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia).</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 a designated isolated space 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 with Protect+ solution and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. 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>There will also 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 designated isolation spaces/toilets are as follows;</p> <ul style="list-style-type: none">- Nurture <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</p>

mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.

Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.

Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms.

Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

In order to monitor Positive Cases of COVID-19 settings requested to provide a daily Situation Report to Sheffield Local Authority. This will enable case, cluster and outbreak monitoring as well as to provide bespoke support to individual settings from the LA Public Health Team where appropriate. Bethan Plant (Health Improvement Principal) 0114 2930133 or 07791212302.

Prevention

2. Where recommended, use of face coverings in schools

Public Health England **does not** (based on current evidence) recommend the use of face coverings in classrooms in Primary Schools. However, the Sheffield Director of Public Health advises that face coverings be worn in Primary Schools where social distancing is not possible. They are not required in classrooms as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. However, because of the risk of transmission between adults, face coverings will be worn by all staff in communal areas in school (staff rooms, the toilets, the photocopying room, the office) and in corridors (see attached information).

A contingency supply will be available to staff who struggle to access a face covering due to having forgotten it or having becoming soiled or unsafe.

Key messages regarding good infection control and maintain social distancing will continue to be reinforced.

Some individuals are exempt from wearing face coverings and we would expect staff to be sensitive to those needs.

Safe wearing of face masks information shared with all staff and guidance handout shared. Safe wearing requires cleaning of hands before and after touching – including removing or putting them on – and the safe storage of them in individual, sealable plastic bags between uses. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.

Prevention

3. Clean hands thoroughly more often than usual.

Regular and thorough hand cleaning is going to be needed for the foreseeable future.

Adults and children are to wash their hands on the following occasions:

- Entry to school
- After break times
- Before lunch
- After lunch
- When they change rooms
- Before leaving school
- Anytime that they visit the toilet or cough/sneeze into their hands.

Encourage staff and pupils to regularly wash their hands thoroughly with soap and water for at least 20 seconds.

https://www.who.int/gpsc/clean_hands_protection/en/

Additional hand sanitiser pumps have been purchased and are stationed in each classroom as well as additional hand sanitiser at appropriate points in school i.e. the reception desk for visitors and staff upon arrival and the dining areas for increased hygiene as a 'pinch point' in the school.

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.

If a child cannot appropriately wash their hands, then skin friendly skin cleaning wipes can be used as an alternative. Where required, staff are to request these packs from the office.

Hand hygiene protocols are to be re-visited at the start of the year during 'Reconnection weeks' when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behaviour expectations.

- Pupils and staff will use their own stationery items
- Classroom based resources (books & games) can be used and shared within the bubble and cleaned regularly, along with all frequently touched surfaces.
- Resources that are shared between classes or bubbles, such as sports, art and science equipment, should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left for unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.
- Outdoor playground equipment should be frequently cleaned after use.
- Pupils are asked to only bring essential items to school – lunch box, water bottle, coat, books and hats.
- Pupils & teachers can take books and other shared resources home although unnecessary sharing should be avoided.

School staff

Transmission in schools was highest between staff to staff therefore all staff must ensure that they:

- Maintain social distancing

- Regularly wash hands
- Not share food or make drinks for one another
- Not mix across bubbles and maintain their own staff bubble where possible
- Get a test if showing symptoms
- Not car share with colleagues

Prevention

4. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.

During 'Reconnection weeks', 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 and their hands must be cleaned afterwards.

Where pupils struggle to maintain as good respiratory hygiene as their peers (for example those who spit uncontrollably or use saliva as a sensory stimulant) 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.

Prevention

5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as blue star

At various intervals, adults 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.

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.

Extra attention is to be given to frequently "touched" areas and surfaces, e.g. doors, toilets, door handles, phones, light switches and door fobs, keyboards, whiteboards etc.

Hand towels and hand wash area to be checked and replaced as needed by the cleaning and caretaking staff.

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.

Prevention

6. Minimise contact between individuals and maintain social distancing wherever possible.

The purpose of 'bubbles' is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Ballifield Primary will do everything it 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.

Grouping the Children

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 DfE guidance reads as follows:

"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."

In order for school to offer a curriculum that is best-placed to support 'catch-up' our bubbles will need to be in year groups. 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 classes in a year group.
- We can deploy staff internally to cover PPA/management time within a year group bubble model. If we were in class bubbles, we would need to close for half a day on Fridays so that staff can be released accordingly. This would reduce contact time and further restrict the curriculum offer.
- Staggered entry/exit times and break/lunch times can be managed more effectively in year group bubbles rather than having 16 individual start/finish times. This measure would reduce that to 3 start/finish times.

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. PPA time will be covered by HLTAs across different classes. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.

While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. All adults will wear face coverings in corridors and communal areas such as the staff room, the Tardis and Nurture.

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. If tables are used, 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. Assemblies will be limited to Google Hangout virtual assemblies. Children are not to sing during assembly.

Monday 9.15am – whole school virtual assembly – led by the Headteacher
Friday 2.35pm learning champion assembly FS & KS1 - led by the Headteacher
Friday 2.30pm learning champion assembly KS2 - led by the Deputy Headteacher

Use of the staff room and the Nurture room for refreshments should be minimal. The staff room will remain open to adults, however strict social distancing must be in place and where possible. A rota system will be in place to minimise the number of adults in these communal spaces and a staff hub timetable has been shared. Masks must be worn until eating and drinking. It is important for your own wellbeing that you see colleagues and I encourage this, but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms.

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

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

Nursery am: 8.40am – 11.40am
Nursery pm: 12.20pm – 3.20pm
Reception: 8.45am – 3.10pm

Year 1: 8.30am - 2.55pm

Year 2: 9.00am – 3.25pm

Year 3: 9.00am – 3.25pm

Year 4: 8.40am – 3.05pm

Year 5: 8.50am – 3.15pm

Year 6: 9.00am – 3.25pm

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 are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds. If children cycle or scooter to school, then they are to use the storage area to lock their bike/scooter securely near the main entrance.

Adults from the senior leadership team and administration team will be situated around the school site to support children and adults as they arrive at school. This way we will continue to reduce footfall of adults on site. Parents must not congregate at the 'drop-off' point, they must instead arrive on time and then depart.

Parents must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents must agree the drop off time for all children. This is recorded on a spreadsheet for all staff to access. Parents will be asked to drop off and leave, rather than remain on school grounds.

Given that the external school gates will be open at 2.55pm, no children will be allowed outside at that point and must have returned to their classrooms.

Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely.

Teachers will not be available to speak and must commit their time to ensuring that all children safely leave their care. Parents can contact teachers via email if they have queries about the day or they can call to make a phone appointment.

The school office is not to be accessed by parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email.

Any homemade non-disposable face coverings that staff or children, young people or other learners 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.

Staff will need to manage the number of pupils accessing the cloakroom areas at the start, break times, lunchtimes and end of the school day to ensure social distancing is maintained where possible.

Other considerations

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. 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. A pamphlet of these 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, and their mobile phone number, will be kept to support NHS Test and Trace.

In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned following use.

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.

Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, each group will have their own set of outdoor play equipment 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.

Pupils should not bring anything additional from home. There can be no 'show and tell'. 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.

Teachers can now take books home (and return them freely) to assess or use to support planning etc. This is also true of library books.

Prevention

7. Where necessary, wear appropriate personal

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, these are:-

<p>protective equipment (PPE).</p>	<ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used • where first aid is required and the staff have close contact with a pupil • Where administration of medicines is required and the staff have close contact with a pupil • Where 1:1 intervention work is required and social distancing cannot be maintained, staff should wear a face covering <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 <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p>
<p><i>Response to any infection</i></p> <p>8. 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, they need to be ready and willing to book a test if they or their child are displaying symptoms and provide details of anyone they, or their child, have been in close contact with if they were to test positive.</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. Staff and pupils must not come into school if they have symptoms and must be sent home to self-isolate if they develop them in school.</p> <p>Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>School has been provided with a small number of home testing kits that can be given directly to parents/carers collecting a child who has developed symptoms at school, or staff that have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested.</p> <p>Parents and staff need to inform school immediately of the results of a test and follow this guidance.</p>

Swift action must be taken when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). See: **COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber.**

If someone tests positive, they should follow the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone.

The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal.

Other members of their household should continue self-isolating for the full 14 days.

If the test result is negative, if they feel well and no longer have symptoms similar to coronavirus the child can return to school assuming they would do so under normal circumstances. Other members of their household can stop self-isolating.

Response to any infection

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

Swift action must be taken when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). See: **COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber.**

School should contact the local health protection team:

Bethan Plant
Health Improvement Principal
Public Health
People Service Portfolio
Sheffield City Council
Moorfoot Building, Level 7, West Wing (Zone 5)
Sheffield
S1 4PL
Telephone 0114 2930133
Mobile 07791 212302

Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with schools in this situation to guide them through the actions they need to take.

Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious.

Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person
- The health protection team will provide definitive advice on who must be sent home.
- To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 6 of the system of control for more on grouping pupils).
- This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

• Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:

- If the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- If the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection

- Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.
- In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others.
- In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.
- Further guidance is available on testing and tracing for coronavirus (COVID-19).

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 year group 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, 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.

Ballifield Primary will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.

Response to any infection

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

If there are two or more confirmed cases within 14 days or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site.

If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive.

Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

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. This seems like an unnecessary risk for Ballifield Primary to instigate.</p>
<p>Attendance</p> <p>Now the circumstances have changed and</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>

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.

School attendance will therefore be mandatory again from the beginning of the autumn term.

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.

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).

Pupils who are shielding or self-isolating

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. Ballifield Primary will support those parents through dialogue with the school attendance officer (Leah Miayoukou) so that appropriate advice can be offered.

Where children can't attend school as parents are following clinical and/or public health advice, absence will not be penalised.

Pupils and families who are anxious about return to school

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 Google Hangout/Zoom meeting.

These pupils are to be identified by school. The admin team have called those parents who have children not engaging in home learning already and have made a record of calls to families where vulnerabilities exist.

School Workforce

Staff who are clinically vulnerable or extremely clinically vulnerable

Ballifield Primary School has planned to follow the full measures within the guidance, therefore most staff will return to the workplace as normal.

Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1st August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.

Deploying support staff and accommodating visiting specialists

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.

Supply teachers and other temporary or peripatetic teachers

Supply staff and other temporary workers can move between schools. Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.

Likewise, sports coaches will be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week. All staff will be expected to follow our school arrangements for managing and minimising risk.

Staff taking leave

The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.

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. No home-working role is available to those adults therefore staff would be determined as being absent without leave.

Staff who are pregnant

Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the advice, which applies to all staff in schools.

The Royal College of Obstetrics and Gynaecology (RCOG) have published [occupational health advice for employers and pregnant women](#). This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. A risk assessment would be completed with the pregnant woman and they would be asked to follow the RCOG advice and to continue to have regular reviews to monitor for future updates to it.

Safeguarding

All existing pre-covid safeguarding measures will return as normal, however Clare, Emma & Lauren will need to consider additional time to 'catch-up' with those children requiring additional pastoral support as a result of prolonged absence from school.

KCSIE will be shared with staff and the updates stated.

Catering

The expectation is that the school kitchen will be fully open in Autumn term. Whilst policy and practices continue to embed, we will only serve grab bags as a school meal option for the first two weeks of term with a view to review this and extend to hot meals. Hot meals will be in place from week 3.

Grab bags need to take in to account dietary requirements as the kitchen normally would.

Lunch and break times

Lunchtime supervisors will continue to support the supervision of lunchtimes but they will be allocated to year bubbles that cannot mix. The dining room and hall will be timetabled for lunchtime use and year groups will sit together regardless of whether they are a packed lunch or school dinner. The space will need to be cleaned both before and after use. Children with allergies will be appropriately positioned in response to their health care plan.

A rota will be drawn up to ensure that only members of staff within appropriate bubbles supervise their bubbles at break times. The playground will be split in to zones and allocated to bubbles to avoid any cross-contamination.

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

Break times

- Years 2, 4 & 5: 10.00am – 10.15am
- Years 1, 3 & 6: 10.20am – 10.35am

Lunch times

- Reception – 11.45am – 12.15pm – dining room
- Year 1: 12.30pm – 1.00pm – hall
- Year 2: 12.15pm – 12.45pm – dining room
- Year 3: 1.00pm – 1.30pm – hall
- Year 4: 12.00pm – 12.30pm – hall
- Year 5: 12.45pm – 1.15pm – dining room
- Year 6: 1.15pm – 1.45pm – dining room

Support staff 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. A rota system is in place for teaching assistants to support outside at lunchtime. A huge range of games can be found here: <https://en-gb.padlet.com/gazneedle/mry7d3wlpw313515>

Estates

Mark, Paul and John 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).

Educational Visits

The Y6 planned residential to Condover will be cancelled as per DfE instructions regarding overnight school trips.

School trips are permitted to resume however, 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. This will be under review.
Wraparound care	Breakfast club and JPAC after school club will be put on hold until systems can be put in place to ensure all health and hygiene systems and procedures can be implemented. A plan will be developed during Autumn 1 to be implemented in Autumn 2 or Spring 1.

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>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</p>	<p>Ballifield Primary School will not have a 'recovery curriculum'. We will instead apply our curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time, with additional intervention for those year groups that have less time to 'catch-up'. However, we will have a period of adjustment in September that we will brand as a 'Reconnection Curriculum' and 'Reconnection weeks'.</p> <p>During this period, children will be reminded of all of their hard work during the previous year and we will 'reset' the expectations so that children know what we are expecting of them on their return to school i.e. great learning behaviours.</p> <p>Dimensions and PiXL learning resources will support teachers in planning PSHE lessons to support pupils' reintegration back into school.</p> <p>PiXL - Return to school well-being package – Y1/2, Y3/4 & Y5/6</p> <ul style="list-style-type: none"> • 10 different themes with lesson plans and slides with guidance to support <ol style="list-style-type: none"> 1. Reconnecting & re-engaging 2. Same but different 3. Managing change 4. Being challenged 5. Our support network 6. Good conversations 7. Hearing not listening 8. Getting on with others 9. Applying new skills 10. Appreciation <p>Dimensions - 'Let's begin again' – KS1, LKS2 & UKS2</p> <ul style="list-style-type: none"> • 5 themes with lesson plans to support <ol style="list-style-type: none"> 1. A sense of community 2. Experiencing loss 3. Rebuilding relationships 4. Re-establishing routines 5. Space and social distancing

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.

A tiered document that outlines the Reconnection plan will be produced and shared so that all parties are aware of the focus in the returning month. Tier 1 will focus on the universal messages that we need to re-establish, tier 2 will share enhanced measures of procedures already in place, and tier 3 will outline targeted support and specialist intervention.

We will return to the normal teaching of all subjects in the autumn term.

Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys. The EEF guidance 'School Planning Guide 2020-21' will be referred to, to support school in the busy and unpredictable year ahead.

Remote education will become a focus in the sense that it will become integrated in to the school curriculum. Class teachers will retain the use of Google Classroom and upload information to maintain contact and links with parents. Oak National Academy lessons will be used periodically throughout the curriculum so that children are comfortable with the content and format in readiness to reverting to that way of working should local lockdowns or a national lockdown be imposed.

The Relationship and Sex Education element of our new curriculum will be planned and consulted on with parents in line with advice and guidance from Learn Sheffield. There is now leeway to defer the implementation of that curriculum content until the summer term 2021.

Specific points for early years foundation stage (EYFS)

For children in nursery settings, teachers should 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 should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.

- Dressing up clothes will not be used until advice changes.
- Any use of play dough must involve each child having their own allocated play dough and no sharing.
- Soft furnishings, cushions and rugs should not be used in classrooms.
- Carpet time can be used but staff must maintain social distancing.
- Sand and water should not be used.

For pupils in key stages 1 and 2, school leaders are expected to 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 should 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><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 can be undertaken in line with the guidance 'working safely during COVID-19: performing arts'. Contact should be minimised between individuals so in music, dance and drama lessons social distancing should be observed. Background, or accompanying music, should be kept to levels which do not encourage individuals to raise their voices unduly. If possible use microphones but do not share them. This has implications for our music curriculum and adjustments will need to be made.</p> <p>Face-to-face outdoor performances must follow the advice in the DCMS performing arts guidance.</p> <p>Peripatetic teachers can move between schools but Sheffield's Music Hub are not currently visiting schools.</p>
<p><i>Physical activity in schools</i></p>	<p>PE lessons are still to take place. Where possible, they are to 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 be cleaned thoroughly between each use by different groups. 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>Team sports must only be the sports that are listed on the 'return to recreational team sport' framework.</p> <p>External coaches can still be used to deliver PE sessions as long as they also follow the protective measures.</p> <p>Swim England have produced guidance on school swimming at 'returning to pools guidance' documents and Sheffield LA will be contacting schools about their school swimming arrangements for this year.</p> <p>Activities such as 'mile a day' can continue, as can other active sessions to enable pupils to be physically active whilst maintaining physical distancing.</p>
<p><i>Pastoral support</i></p>	<p>The Nurture staff will ensure that appropriate materials are on hand to support children's wellbeing. They will also hold socially distanced welfare meetings with identified children weekly. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, Clare Roddis is to be informed so that specific interventions can take place. Clare will need to ensure that she distances appropriately during meetings (outside preferably) given that she will be required to work across year teams.</p>

<p><i>Behaviour expectations</i></p>	<p>The current approved behaviour policy coronavirus amendment will still apply.</p> <p>During 'Reconnection weeks', expectations of behaviour will be revisited and the school's values of 'Be responsible. Be respectful. Be safe.' will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.</p> <p>We will work with pupils, and their families, if pupils struggle to reengage in school and are at risk of being absent or persistently disruptive.</p>
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Section 4: Assessment and accountability

Aspect of school	Action
<p><i>Inspection</i></p>	<p>Ofsted inspections will remain suspended for the autumn term. However, inspectors will visit a sample of schools to discuss how they are managing the return to education for all pupils.</p> <p>Routine Ofsted and ISI inspections will restart from January 2021.</p>
<p><i>Primary Assessment</i></p>	<p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <ul style="list-style-type: none"> • the phonics screening check • key stage 1 tests and teacher assessment • the year 4 multiplication tables check • key stage 2 tests and teacher assessment • statutory trialling <p>For 2020 to 2021 academic year only, schools will be required to administer a past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021. Further guidance for schools will be published by the Standards and Testing Agency in September 2020.</p> <p>The statutory rollout of the reception baseline assessment has been postponed until September 2021. During the summer term 2020, schools had the opportunity to sign up to the 2020 to 2021 early adopter year. Ballifield did not sign up.</p> <p>Ballifield Primary will prepare for these tests in the same manner as has been done in previous years.</p>

Accountability expectations

Performance tables are suspended for the 2019 to 2020 academic year and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. DfE will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at [coronavirus \(COVID-19\): school and college accountability](#).

Section 5: Contingency planning for outbreaks

Aspect of school	Action
<i>A local outbreak</i>	If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. DfE will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.
<i>Contingency plans for outbreaks</i>	<p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support.</p> <p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.</p>
<i>Remote education support</i>	<p>Ballifield Primary School needs to be in the position to offer immediate remote education if there was a class, group or small numbers of pupils that need to self-isolate or there is local outbreak and subsequent lockdown.</p> <p>A strong contingency plan must be in place for remote education provision by the end of September.</p> <p>Our immediate response will be the following:</p> <ul style="list-style-type: none">➤ Children are to take home their individual stationery packs and their current/new exercise books.➤ Adults will share lessons via Google Classroom, often in reference to Oak National Academy lessons that are tailored for every objective in the primary curriculum (EYFS coming soon).➤ Teachers will then be able to meet with children that require additional support through Google Hangout.

- Children will be able to take photos of their learning and upload to the Class Stream so that teachers can monitor progress and offer supportive feedback if appropriate.

Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. More detail on Oak National Academy can be found here (<https://www.thenational.academy/information-for-teachers>).

Where children can't access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household.

The principles for delivery will be as follows:

- Children will receive learning opportunities for a range of subjects each day
- Learning will be sequenced as per our current curriculum model
- High quality explanations will be made by the teacher using video links from school or through curriculum resources such as Oak National Academy
- Work will be checked through uploads to Google Classroom
- Teachers will be available via Google Hangout so that they can further tailor the learning as a result of feedback. Often this will be after the Oak National Academy lesson has been completed.
- Lessons will be of the equivalent length of a normal school day.
- Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the learning support team.