

Planning and Risk Assessment for School – February 2022

St Edward’s Catholic First School

Pupils, Staff, Pupils and Pupils’ families



Who is at Risk?

How can the hazards cause harm?

Illness, Covid 19 outbreak

Risk assessments and other health and safety advice for children and staff in light of recent government advice, identifying protective measures are found below.

Specific Issue	Control Measures	Who/when/ notes
H&S	Carry out a Health and Safety check of all areas of the school, including the outdoor space. Daily monitoring of advice and guidance on Covid https://www.gov.uk/coronavirus https://www.gov.uk/coronavirus/education-and-childcare The guidance for the full opening of schools from the 8 th March can be found here: https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19 The updated guidance on actions for early years and childcare providers during the coronavirus (COVID-19) outbreak can be found here: https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures	SM
	Daily review of general Covid situation in school	SLT

SYSTEM OF CONTROLS: Numbers 1 to 4 must be in place in all schools, all the time.

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.

1) PREVENTION

1)	<p><i>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.</i></p> <ul style="list-style-type: none"> Ensuring 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 7 days or who have someone in their household who has tested positive for Covid 19 through clear communication of schools expectations children aware that if they are feeling ill to inform a staff member staff know and follow guidelines through email communication including this Risk Assessment ensuring anyone developing those symptoms during the school day is sent home 	
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	<ul style="list-style-type: none"> • If anyone has a cough/temperature/feels unwell at school, they must be sent home. They will need to self-isolate for 5 days. If a negative test result is obtained on two consecutive days after this time, they may return to school. After 10 days all children should return to school. • If a child is waiting to be collected, they, and any of their siblings in the school, should be brought to <ul style="list-style-type: none"> - Good weather: seating area in fresh air in the Courtyard. - Bad weather: Nest Lobby. Internal doors closed; external door open. • PPE should be worn by staff working with children displaying symptoms <ul style="list-style-type: none"> - PPE bag located in Medical Room & on shelf in Nest Lobby - Child to be taken outside - Staff to place mask on her/himself as well as face shield - Staff to gauge if appropriate for pupil to wear a mask - Pupil to be taken to Courtyard/Nest Lobby - Office to be informed to phone parents - Staff to observe pupil from 2m - If the child/adult needs to go to toilet before being collected, they should use the toilets outside the Nest. Toilet area should then be marked 'Out of Order' and note placed it to be thoroughly cleaned/disinfected afterwards before anyone else can use it. - Admin to inform staff when parents arrive. Collection from KS2 gate. - Parents to inform school immediately of test results. - Parent informed pupil can return to school if test result is negative (email confirmation required). - If positive, the child will have to self-isolate for 5 days and may return after 2 consecutive negative lateral flow tests or after 10 days, whichever is the earliest. - Names of staff, volunteers and pupils with either confirmed or suspected cases of coronavirus should not be released. • 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 themselves but should take a lateral flow test the following day. If the child subsequently tests positive the staff member may continue to work as long as they have been double vaccinated and boosted and do not have symptoms. Members of staff who are unvaccinated must isolate for 10 days. • Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant or bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance. 	
<p>2) Clean hands thoroughly more often than usual: Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser.</p>		
<p>2)</p>	<ul style="list-style-type: none"> • Pupils must clean their hands regularly, especially: <ul style="list-style-type: none"> - On arrival at school - On return from breaks, - If they change rooms - Before and after eating. 	<p>Teachers/ staff</p>

	<ul style="list-style-type: none"> • Small children and pupils with complex needs should be helped to clean their hands properly. • Wall Sanitizers will be available in the entrance, in the Courtyard, the KS2 entrance, upstairs in KS2 and the dining room • Containers in every classroom and office area. • <i>Supervision of handwashing is preferred due to the harsh effects frequent use of sanitizer has on children's skin.</i> 	Caretaker Staff
3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach: <i>The 'catch it, bin it, kill it' approach continues to be very important.</i>		
3)	<ul style="list-style-type: none"> • Lidded bins in all classes • Tissues/toilet paper freely available. Children encouraged to have tissues in school. • ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. Lessons to be taught and revisited: e-Bug has produced a series of helpful coronavirus posters: <ul style="list-style-type: none"> ○ Horrid hands ○ Super sneezes ○ Hand hygiene ○ Respiratory hygiene ○ Microbe mania 	
4) Continue enhanced cleaning, including frequently touched surfaces often, using standard products such as detergents and bleach (current advice on COVID-19: cleaning of non-healthcare settings guidance)		
4)	<ul style="list-style-type: none"> • cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> - cleaning of all classroom environments and toilets between 10am and 1pm - school cleaner to clean evening/morning every classroom environment - school cleaner to clean evening/morning Halls, Library and IT Suite as these areas are used by different classes • All communally used door handles, surfaces will be wiped throughout the day. • Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. Key Stage "bubbles" will be encouraged to use the same toilets throughout the day • Every teaching area to be provided with cleaning tools and materials i.e. cloths and disinfectant for door handles, doors, desks and surfaces so that toilets, desks and surfaces can be cleaned as appropriate. • Equipment to be checked and topped up as required. Cloths to be used only once. • Empty bins at lunchtime when required. • Cleaners to be extra vigilant in evening cleaning – teachers to monitor cleanliness daily to ensure high standards • Caretaker or cleaner contactable when not on site. 	

5) Minimise contact between individuals and maintain social distancing wherever possible: 'Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between children and staff.'

5) Distancing Measures are achieved

- through keeping Foundation Stage, KS1 and KS2 separate
- no whole school assemblies will take place in the school hall but KS assemblies will be allowed with open doors and windows
- Children should use internal corridors only when absolutely necessary.
- Site safe entry/exit routes in place
- Safe parking rules in place for staff and visitors
- Pupils will be reminded to observe social distancing wherever possible and not to touch staff or their peers unnecessarily whilst accepting that this is difficult to absolutely ensure with such young children
- Social distancing is encouraged by all staff
- Classes to use external doors to enter classroom where this is possible
- Limit sharing of rooms within school. Only two rooms will potentially be shared by more than one year group: IT Room & Hall - these rooms will be carefully timetabled

Organise classrooms/ learning environments

- Unnecessary items in classrooms should be removed and stored.
- Each child to have own desks/work area
- Doors propped-open, and rooms need to be well ventilated. Windows open.
- Bins are available in classrooms and key locations
- Tissues/toilet roll available

Designated classrooms/groups/bubbles

- Each class (no more than 30 children) will have own
- designated classroom
- class entrance
- toilet area
- outdoor play area
- Designated PE equipment and playtime toys/items.
- Classes to use external entrance where possible and their class/year group toilets.
- The only area to be shared will be the IT suite (computing) and the library and assembly hall (year group worships, PE, after school clubs)
- Cleaning routine will be applied before & after each use

Playtimes

Year Group		
Fledglings	YR	On dry days, two year groups can play outside at the same time, one on the playground and one on the field.
KS1	9.40 – 9.55	
KS2	1000 - 1015	

- Children will not be able to go to the toilet during breaks/lunchtime as they can only use their allocated toilets in their teaching area.
- All areas to have own First Aid box and PPE equipment

Review system regularly.

Supervision: Break Time & Lunch Time: *“Schools should also consider staggered break times and lunch times”*

- Teacher and TAs and LTC’s allocated to KS for teaching, playtime and lunchtime thus limiting the number of pupils and staff in contact with each other to only those within the group.
- Staff remain at a safe distance wherever possible at lunchtime or during breaks
- All classes should manage break times and lunch times as there are enough adults within the class.
- Teachers have the choice of moving their break time to a time that suits a natural break in the children’s learning as the adults within this class will be supervising.

Staff Responsibility*

Year Group	Class Teacher	Support Staff	Break Cover	Lunch Cover
Year R	Ms Stone Miss Marshall	Mrs Lansley Mrs Harrison Mrs Craig		Mrs Harrison Mrs Craig
Year 1	Miss. Woods Mrs Wetherall	Mrs Bosquet Mrs Juric Mrs Gilbey Ms Sharkey Mr Kitson		Mrs Bosquet Miss Couser Mrs Juric Mrs Gilbey Mr Kitson
Year 2	Mrs Hayman Mr McKell Mrs Adams Miss Clark (ITT)	Mrs Eggleton Mrs Juric (F) Mrs Reston		Mrs Eggleton Mrs Mukhtar Mrs Sheffield

Year 3	Miss Fright Mr Keohane	Mrs Berry Mrs Kitchen Mr Godliman Mr Kitson Mrs Mukhtar Mrs Sheffield Mrs Hall (M,Th,F)		Mrs Berry Mrs Kitchen Mr Godliman Mrs Mukhtar Mrs Sheffield
Year 4	Miss McGuckian Miss Albrighton	Mrs Kelly (M,T,W) Mrs Kitson (W,TH,F) Mrs Weston (T,W,Th)		Mrs Weston (T,W,Th) Mrs Hall (M,Th,F)

Play equipment to be used on playground

Rotation system to be put in place for PE equipment used by different groups.

- The PE equipment can be moved to a new group the following week if it is removed from the class on the Thursday night, stored in the PE shed for at least 72 hours and then reassigned on Monday morning.
- Allocated toys and play/PE equipment should not be used by other groups. The play equipment may only be assigned to one KS group to use for a week and then changed the following week.
- Each KS to have own PE equipment and play equipment which should be kept in classroom area.

The adventure trail and climbing frame can continue to be used

Specialist Subject and Specialist Teachers

PE: Outdoor PE lessons are strongly encouraged. During inclement weather, the Hall may be used for PE.

- Contact sport avoided
- Outdoor sport prioritised

In Hall

- Maximising distancing
- Any equipment i.e. mats should be wiped down before and after use.
- All windows and doors in the hall should be open to ensure good ventilation.

NB: Schools should refer to the following advice:

- *guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport*
- *advice from organisations such as the Association for Physical Education and the Youth Sport Trust*

	<p>Computing:</p> <ul style="list-style-type: none"> • Each Year group will be allocated an ICT week at the start of the term. During this week the ICT suite may only be used by this class. At the end of the week, the suite will be thoroughly cleaned and left over the weekend before the next class has access to the suite for the following week. <p>Art – Class Teacher led activities</p> <p>Music – Class Teacher led activities.</p> <p>PE – Class Teacher led activities</p> <p>School Uniform:</p> <ul style="list-style-type: none"> • The children will all be wearing winter uniform. • Children to wear PE kit to school and remain in it all day on their identified PE day • Children should wear sensible school shoes and, where necessary, trainers should be stored in their PE bag. <p>Resources:</p> <ul style="list-style-type: none"> • Equipment and resources are integral to education in schools may be used and should remain with the class group wherever possible. • If any equipment or resources are needed by a different class or KS, then equipment should be cleaned meticulously or preferably to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between uses by different classes. • For individual and very frequently used equipment, children to have their own items that are not shared i.e. labelled water bottle, tissues, coat, lunch box. • Pupils and teachers can take books and other shared resources home. • Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between KS groups. Wherever possible there should be a 72 hour delay on use by different KS groups. <p>Staff Room: <i>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other.</i> The staffroom will be put back into use and adults must risk assess their own use of the space. Meetings involving large groups will be held in the hall.</p>	
	<p>“Soft Start” to the School Day: Drop-off and pick-up protocols</p> <ul style="list-style-type: none"> • School Gates will be opened and manned by SLT between 8.30am and 8.50am • Drop off and collection times using 2 different entry points to the school – YR, Y1 & Y2 using Courtyard Gates; Y3 & Y4 using KS2 gate • Pick up for YR @ 2.45pm from Courtyard, KS1 @ 3pm from Courtyard, KS2 @ 3pm from KS2 gate. • Older siblings attending St Edward’s Middle will cross the playground to enable a single point of collection for children. 	

Year Group	Drop off & collection Point	Drop off	Collecti on	Break Time (15m)	Lunch Hall	Playground
Reception Year	Courtyard Gates	8.30am	2.45pm	n/a	11.30 -12.00	Fledglings Setting
KS1	Courtyard Gates	8.30 – 8.50	3.00	9.40 – 9.55	1200- 12.20	1220 - 1245
KS2	KS2 Gate	8.30 – 8.50	3pm	1020 - 1035	1230 - 12.50	1250 – 1.15

If siblings are attending the settings, then the earliest start time applies for all children and siblings to be collected at the latest time.

- Remind parents of 2-meter rule
- KS1 adults are not to enter the inner gated area. Parents to drop children off at gates where staff member will assist.
- KS2 adults will be admitted onto the playground just before 3pm
- Make clear to parents that they should not gather at entrance gates or on the playground.
- Everyone should leave the school site as soon as possible.
- Only if urgent and cannot be communicated through email or phone should a parent go to the front office.

6) where necessary, wear appropriate personal protective equipment (PPE)

6) Response to any infection:

- PPE is only needed in a very small number of cases, including:
- 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
- Read the guidance on [safe working in education, childcare and children’s social care](#) for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.

Response to any Infection

7) Engage with the NHS Test and Trace process: “Schools must ensure they understand the NHS Test and Trace process and how to contact their local [Public Health England health protection team.](#)”.

7) St Edward’s School will ensure that staff members and parents/carers understand that they will need to be ready and willing to:

- Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- All staff on site will take a lateral flow test at least every Wednesday and every Sunday to ensure early indication of any infection

	<ul style="list-style-type: none"> • self-isolate for 10 days if they are unvaccinated and have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) • Fully vaccinated members of staff may continue to work unless they display symptoms in which case they should take a lateral flow test and stay at home if it is positive. • If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. Other members of their household can stop self-isolating. • If someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 5 days from the onset of their symptoms and then return to school only if they receive two negative results on consecutive days after day 5. The 5-day period starts from the day when they first receive a positive LFT result. Any unvaccinated members of their household should continue self-isolating for the full 10 days. • Promote and engage in asymptomatic testing, where available <ul style="list-style-type: none"> • St. Edward's has registered for an official NHS QR code and the QR code is displayed in reception. During school hours, the school will continue to request that all visitors record a negative LFT result before attending. 	
8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community: <i>"Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19)."</i>		
8)	Please See Managing Outbreaks Plan	
10)	<p>The Staff and Volunteer Confidentiality Policy and Pupil Confidentiality Policy are followed at all times – this includes withholding the names of staff, volunteers and pupils with either confirmed or suspected cases of coronavirus.</p> <p>NB: Families taking leave involving foreign travel: The school office must be informed of any family planning to undertake foreign travel.</p>	
11)	<p>The use of face covering in schools: https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</p> <p>Although there is no longer a requirement for the wearing of face coverings in or around the school, the school leadership team politely requests that members of staff continue to wear face coverings when fronting parents or in shared areas of the school.</p>	
ATTENDANCE		
<p>School attendance remains mandatory. This means the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> - parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; - school's responsibilities to record attendance and follow up absence - the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct. - where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised. 		

	<p>Pupils who are shielding or self-isolating</p> <p>St Edward's First School will;</p> <ul style="list-style-type: none"> - communicate clear and consistent expectations around school attendance to families. Parents to be aware that the pre-existing attendance procedures will be in place and expected i.e. parents contact school on daily basis if child not attending - identify any pupil who is reluctant or anxious or who is at risk of disengagement and develop plans for re-engaging them. - use existing pastoral and support services and resources and schools' pupil premium funding to put measures in place for those families who may need additional support to secure pupils' regular attendance - work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker i.e. some pupils under the care of a specialist health professional may need to discuss their care with their health professional before returning to school. <ul style="list-style-type: none"> • All other pupils must attend school including those living in households where someone is clinically vulnerable, Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes. • St Edward's School will work with parents and give consideration to their concerns; <ul style="list-style-type: none"> - discuss their concerns - Provide reassurance of the measures they are putting in place to reduce the risk in school. - Be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc). - involve EWO where appropriate 	
	<p>Staff who are clinically vulnerable or extremely clinically vulnerable</p> <p><i>DFE expect that most staff will attend school.</i></p> <ul style="list-style-type: none"> • For any staff who may be vulnerable due to declared medical conditions, the school will risk assess to ensure that the environment is safer for the individual. 	
	<p>Staff Taking Leave</p> <ul style="list-style-type: none"> • Staff are made aware of the risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting. Staff will need to be available to work in school on all school days and should be mindful of this potential reduction to their paid working hours. 	

VISITORS

Parents

Where possible limit all parents/visitors entering reception by encouraging use of email and phone. Visitors should only attend if matter cannot be resolved through an email or phone call.

1. All parent meetings need to be pre-arranged appointments to ensure that they are conducted safely
2. Office to sign in all parents to reduce paper and pen contamination
3. Keep to 2 meters apart
4. Any hard seating or tables used should be cleaned before and after use.

Contractors

All contractors to arrive at the set appointment time. Where possible all appointments should be at the end of the school day. Caretaker to meet and greet.

Deploying support staff and accommodating visiting specialists

Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.

St Edward's School support catch-up provision or targeted interventions and professionals external to the school. The following protocol should be applied:

5. Tell visitors not to enter the school if they are displaying any symptoms of coronavirus
6. Visitor to sign in. Paper stickers to be used.
7. Visitor to wash hands/ use sanitizer
8. Designated visitor area (School library/Rainbow Room) for targeted interventions.
9. Cleaning materials visible
10. Visitor to wipe down surfaces before and after use
11. Pupil to use external pathways from class where possible and then into library
12. Pupil to wash hands/use sanitizer whilst being supervised by visitor
13. After wiping down all surfaces, visitor will sign out.

COMMUNICATION

Class	<ul style="list-style-type: none"> • Internal school phone will be used as a means for the office to contact class when required/in an emergency. • Teachers should have their class e-mail logged in at all times 	
Register	<ul style="list-style-type: none"> • Registers will be online via SIMS 	
Front Office	<ul style="list-style-type: none"> • Outer door buzzers and handles to be cleaned regularly. 	Office Cleaner

FOOD		
	<p>Free Fruit/Milk Scheme</p> <ul style="list-style-type: none"> • Caretaker to take milk to Fledglings setting. • Fruit to be stored by date in the Cuckoo Club kitchen/fridges. 	Office
	<p>School Lunches: <i>School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19)</i></p> <ul style="list-style-type: none"> • Encourage parents and children to take a school prepared meal and thus reduce external items from being brought into school i.e. lunchboxes • Hot Lunches will be prepared as normal. • Packed lunches will be eaten in the hall with the rest of the year group. • Only one KS bubble will be allowed in the dining hall at any one time. • All children to remain in the hall until all have finished their lunch 	
EDUCATIONAL VISITS		
	<ul style="list-style-type: none"> • All visits should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. • St Edward’s School should also make use of outdoor spaces in the local area to support delivery of the curriculum. • As part of this risk assessment, staff will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Staff should consult the health and safety guidance on educational visits when considering visits. 	
CURRICULUM		
SDP Foci	<p><i>The key principles that underpin our advice on curriculum planning are:</i></p> <ul style="list-style-type: none"> - <i><u>education is not optional</u>: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</i> - <i><u>the curriculum remains broad and ambitious</u>: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</i> - <i>remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</i> <p>School Vision, Mission Statement and Ethos Ensure that our vision, mission statement and ethos continue to reflect our collective thoughts.</p>	NP & SB

	<p>Subject Leaders</p> <ul style="list-style-type: none"> • Teach an ambitious and broad curriculum in all subjects, but make use of existing flexibilities to create time to cover the most important missed content • SLT and class teachers to consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on phonics, reading and mathematics. Follow the individual “Catch Up” plans that have been created for Maths and English. • Substantial modification to the subject area may be needed, so teaching time should be prioritised to address significant gaps in pupils’ knowledge with the aim of returning to the school’s normal curriculum content. • Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils’ work) while avoiding the introduction of unnecessary tracking systems. • All subject Leaders (SL) to regularly review core skills and knowledge that the pupils may need to revisit. • SLT to review with individual teachers. <p>Catch up</p> <p>St Edward’s School will use ELSA time and pupil premium funding to</p> <ul style="list-style-type: none"> - secure pupils’ regular attendance - Interventions i.e. ABC to read, play therapy, lego therapy etc <p>NB: the Education Endowment Foundation guidance on effective interventions to support schools.</p>	
	<p>Remote Education to isolating pupils and SEND pupils : <i>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</i></p> <ul style="list-style-type: none"> • St Edward’s School to school immediately provide remote education and monitor engagement for pupils unable to attend school. <p>Expectations of remote learning</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access <p>NB: recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</p>	

	<p>When teaching pupils remotely, DFE expect schools to:</p> <ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos • gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding • plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers • We expect schools to avoid an over-reliance on long-term projects or internet research activities. 	
	<p>SEND</p> <ul style="list-style-type: none"> • EHCP & Pupils on the SEND List: Agree what returning support is available and put in place for the return of SEND pupils. • Staff will liaise with SENDCo to ensure considerations for transitions are given for SEND pupils i.e. sharing of IEP information • Consider how best to involve parents without the need to visit the school <p>Support for vulnerable families:</p> <p>Plan a support package for families who are vulnerable.</p> <ul style="list-style-type: none"> - Telephone calls to families if needed - Individual support plans around the family, working alongside other agencies as appropriate. 	
BEHAVIOUR		
	<ul style="list-style-type: none"> • Staff awareness that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children may need additional support and access to services i.e ELSA, social workers • Pupils are encouraged and re-assured about their own safety • Staff to build new expectations into rewards system. • Updated documents to be shared with parents via newsletter and website. • SLT, SEND Team work with staff, pupils and parents who may struggle to re-engage in school and are at risk of being absent and/or persistently disruptive. This will include providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. • Children spitting at or purposefully coughing or sneezing on others are at risk of exclusion. 	SM

	<p>Well Being Staff Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing.</p> <ul style="list-style-type: none"> • Ensure staff are aware and understand any social distancing plans (where practicable) which have been put in place • Ensure PPE use is rationale and appropriate in accordance with national guidelines • Staff are informed of the symptoms of possible coronavirus infection • Staff use due care and attention & observe safe working methods • Staff with symptoms stay at home, follow school procedures for illness (E-Mail communication to office@secfs.org.uk) • Staff supervision includes for open discussion and reassurance 	<p>Governors SLT</p>
CLEANING		
	<p>ps://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <ul style="list-style-type: none"> • Covid –19 Guidance in relation to the cleaning of Education Setting is followed. This includes: • All communally used door handles, surfaces will be wiped in morning, after lunch and in the evening at a minimum. • Assigned cleaner to clean toilets and sinks and empty bins at lunchtime. • Every teaching area to be provided with cleaning tools i.e. cloths and disinfectant for door handles, doors, desks and surfaces so that desks and surfaces can be cleaned at lunchtime and as appropriate. • Cleaners to be extra vigilant in evening cleaning – teachers to report any concern over cleaning standard promptly. • Sufficient supplies of cleaning materials are available • Cleanliness monitored daily to required standards • Bins located in classrooms and in other key locations • Double bagging of potential contaminated contents of waste bins in line with guidance • Caretaker or cleaner quickly contactable when not on site 	<p>Cleaner</p>
EXTENDED SCHOOLS		
<p>Morning Club and ASC</p>	<p><i>Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</i></p> <p>Breakfast and Cuckoo Club will operate as normal with parents accepting the risk of transmission across the bubbles.</p>	<p>SLT</p>