



**Ryefield Primary School**  
**Returning to School Protocol and Procedures**

**Version: 1.1**

**September 2020**

**Updates:**

- Isolation days increased from 7-10 days.
- Appendix 1: titles adjusted
- Appendix 4: poster added to promote hand-hygiene

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# Introduction:

In line with the Department for Education's (DfE) 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 3<sup>rd</sup> September 2020. Please note that the school is only open on Wednesday 2<sup>nd</sup> September as it is a training day for staff.

Our planning is underpinned by the DfE's guidance<sup>1</sup> 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"*

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<sup>1</sup> <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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 continue so that children who did not attend in the summer term will themselves adopt existing control measures.

All protocol and procedures are aligned to the Risk Assessment of Schools document (appendix 1) that has been produced following 'Guidance for full opening: schools' (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction>). 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 Ryefield 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.

The DfE guidance states that systems of control that schools should adopt are clearly listed. This document outlines those systems of control and how Ryefield 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) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

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

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

Number 6 applies in specific circumstances.

## ***Response to any infection:***

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

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

Numbers 7-9 above may require school to share pupil/parent contact information with public health officials. This sharing of information is allowed and compliant with data protection regulations.

# Section 1: Public health advice to minimise coronavirus (C-19) risks.

Systems of control	Action
<b>Prevention</b>	
1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	<p>Parents and staff are the first line of defence for the school's infection control strategy<sup>2</sup>. If a member of staff, pupil, parent or any other adult show symptoms of C-19 or they have tested positive within the last 10 days, <b><u>they are not to attend school</u></b>. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the autumn term.</p> <p>If an adult shows symptoms of C-19, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting shows symptoms of C-19, 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 designated room will be immediately cleaned and all individuals involved will follow infection control best practice ensuring they sanitise and wash their hands thoroughly for 20 seconds.</p> <p><b>See Appendix 1: Dealing with a suspected case of C-19</b></p> <p>In terms of Personal Protective Equipment (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 will 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 anyone who falls ill with C-19 symptoms. 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. <b>See Appendix 2: Donning and Doffing PPE</b></p>

<sup>2</sup> C-19 RPS Infection Control, (p5).

The designated isolation space is as follows:

- Holding pod located along the Year 3 corridor.

The child should then be tested for C-19. 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 a minimum of 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive. Guidance from PHE will be sought.

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

PHE South East

Dr. Alison Burnett, Centre Director

Civic Centre, Level 2

Tannery Lane

Ashford

TN23 1PL

0344 2253861

DfE Coronavirus hotline: 0800 046 8687

### ***Prevention***

#### **2. Clean hands thoroughly more often than usual.**

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

- entry to school
- before/after break times
- before lunch
- when they change rooms
- before leaving school
- before and after each visit to the toilet.
- anytime that they cough/sneeze in to their hands

Additional hand sanitisers pumps have been purchased and are stationed in each classroom as well as appropriate points in school i.e. the reception desk for visitors and staff upon arrival



	<p>and the photocopying spaces.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting them is also washing their hands. Children may also use moisturiser supplied from home when required.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year during ‘Step-Up September’ 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.</p> <p>To minimise the risk of the infection spreading, all water fountains have been turned off. Consequently parents will need to ensure that their children bring a named water bottle to school.</p>
<p><b>Prevention</b></p> <p>3. <b>Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</b></p>	<p>During reopening , 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 into the bins in each classroom and their hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers they will need an individual risk assessment to ensure measures can be put in place to reduce the risks.</p>
<p><b>Prevention</b></p> <p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	<p>At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment in a caddy. It will be stored appropriately within the classrooms, and out of the reach of children.</p> <p>Children should be allowed to go to the toilet as they would do on 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, in line with the cleaning schedule and additionally as required.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (<a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-</a></p>

	<p><a href="#">settings</a>). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</p> <p><b>See Appendix 2: Donning and Doffing PPE</b></p>
<p><b>Prevention</b></p> <p>5. Minimise contact between individuals and maintain social distancing wherever possible.</p>	<p>The purpose of ‘bubbles’ is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Ryefield 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.</p> <p>Children will need to return to their new class teacher on the first day in September.</p> <p><b>Grouping the Children</b></p> <p>There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate because an individual having a confirmed positive test result.</p> <p>The DfE guidance reads as follows:</p> <p><i>In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.”</i></p> <p>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 working. The reasons for this are as follows:</p> <ul style="list-style-type: none"> <li>• All children will be able to be considered for catch-up interventions as teaching and support staff can work across phases. There would not be enough adults to support individual class bubbles.</li> <li>• The school’s curriculum structure is based on year groups and the sharing of resources and equipment to facilitate this. There would not be enough resources to support a broad</li> </ul>

curriculum if individual class bubbles are used; therefore year group bubbles have been created.

- We can deploy staff internally to cover PPA/management time across phases. If year groups were to remain in class bubbles, the school would need to buy in additional supply teachers (no guarantee of bubble integrity therefore a last resort) or continue with the closing on a Wednesday so that staff can be released accordingly.
- Staggered entry/exit times and break/lunch times can be managed more effectively in year bubbles rather than having 14 individual class start/finish times.

DfE guidance 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 because 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.

### **Measures within the classroom**

Staff are encouraged to maintain a 2-meter distance between themselves and their pupils. Adults are to encourage children to maintain a distance between one another and reduce the amount of time that they are in face-to-face contact with one another.

Children with additional needs can 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 and initially done via video. Children will be required to distance during class assemblies rather than lining in tight rows. Where possible, the school will hold virtual class assemblies through Zoom or Google Meet (video conference software). Children

are not to sing during assembly.

Use of the staff room will be kept minimal. Additional staff rooms have been created and strict social distancing must be in place and where possible. It is important for the wellbeing of staff that they can see their colleagues and this is encouraged, but staff must not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms. Each staff room will display the maximum capacity of adults who can remain in situ at any one time.

Meetings will either be held in the main school hall, with year group bubbles or delivered via Zoom.

### **Measures for arriving at and leaving school (inc. break/lunch times<sup>3</sup>)**

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

Nursery am: 08.30 – 11.30 (soft finish from 11.15)

Nursery pm: 12.20 – 15.20 (soft finish from 15.00)

Reception: 08.20 – 14.50

Key Stage 1: 08.20– 14.50

Lower Key Stage 2 (Y3/4): 8.30 – 15.00

Upper Key Stage 2 (Y5/6): 8.30 – 15.10

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 Nursery class entrance, main office or KS2 playground.

### **Arrival to and departure from school**

To reduce crowding on entering:

Ryefield Rascals opens at 07:45 and is accessible via the entrance to Ryefield Rascals (breakfast club). All classes will enter via existing soft start protocols. Year 6 will enter via different

<sup>3</sup> See page 22 for actual break timings.

doors: Churchill via the stairs adjacent to Y4/5 block, and Curie via the stairs in the main lobby. Year 5 will enter via the doors/stairwell nearest the MUGA, whilst all other year groups (R – Y4) will enter via their classroom doors, which open onto the playground. Nursery parents should line up outside the building, as they have been doing during the partial re-opening. Members of staff will be deployed to ensure that social distancing will be maintained on the playground.

Unless their child has a medical need or other vulnerability, parents should avoid coming to the school reception. In the event of a parent needing to do this, they should drop off first and then follow social distancing rules as indicated by floor markings.

Upon entering school, pupils will be asked to use a hand sanitizer/soap and water.

At the end of the school day, pupils will be asked to use the hand sanitizer/soap and water before leaving their class.

To reduce crowding on leaving:

- EYFS and KS1 finish at 14:50
- Lower Key Stage 2 at 15:00
- Upper Key Stage 2 at 15:10

Adults from the appropriate phase will be on the gates or playground to support children and adults as they arrive at school. This way we will continue to reduce footfall of adults on site. Parents mustn't congregate at the 'drop-off' point; they must instead arrive on time and then depart.

#### **Accessing the site via the Main Gates (Ryefield Avenue)**

Parents of KS1, Reception and Nursery children will enter and exit the site via the gate nearest to the school house; this has been normal practice for the past two months. Parents of children in KS2 will enter and exit the site via the gate nearest to Ryefield Court Residential Home. It is understood that some families have children who attend multiple age phases and they must work their way around the site, starting with their earliest 'drop off' time.

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 may wait with their children at the front of school, strictly following social distancing from other parents and children.

#### **Accessing the site via the Rear Gate (Lynhurst Crescent)**

Parents who access the site via Lynhurst Crescent, will need to ensure that they facilitate social distancing. A staggered starts will mitigate a concentrated flow of parents. The driveway is wide enough to facilitate social distancing, with the only pinch point being the gate (which will be propped open). Once on the playground, there is enough space on site to allow parents to maintain social distancing on site as they travel to their child's classroom. As already stated, where families have more than one child attending the school they are expected to head immediately to their earliest 'drop off' point.

Parents will be asked to drop off and leave, rather than remain on school grounds.

The external school gates will be open at 14:45, no children will be allowed to be unaccompanied outside.

Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. The playground will be open to parents to briefly wait in before their children are released to them. Whilst parents are waiting, social distancing must be adhered to.

Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through the main office if they have queries about the day or they can call to make a telephone appointment.

The school office is not to be accessed by parents unless through prior arrangement via a call or email. The office will only open for parents to drop-in on a one-to-one basis and social distance rules must be observed at all times. The DfE guidance states visitors are not allowed onsite without an appointment. However, parents can still call and contact the school over the telephone or via email. A member of the team will go to classrooms throughout the day to collect any items brought in to school and mobile phones (Y6), with exception of medication which must be brought to the office and a medication needs to be signed.

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 given to their accompanying adult. Disposable face-coverings must be placed in a bin, as per infection controls detailed in the donning and doffing of PPE. The wearer must then clean their hands. This is in line with current DfE guidance, however the school respond to any updates around the use of face coverings.

### **Other considerations**

Student teachers, work experience placements, 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 self declaration form and infection control flowcharts will be provided alongside the normal safeguarding procedures.

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

A record of all visitors must be kept to support NHS Test and Trace. Furthermore all visitors must sign a C-19 self-declaration form.

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. Teaching and support staff are responsible for ensuring that shared resources have been cleaned and /or quarantined with the materials provided to them.

Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless the school is 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 need to gather resources from their classrooms or the PE cupboard 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. This is the responsibility of the sports coaches/class teacher.

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

	<p>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.</p> <p>Teachers can take books home (and return them freely) to assess or use to support planning etc. This is also applies to library books.</p>
<p><b>Prevention</b></p> <p>6. Where necessary, wear appropriate PPE.</p>	<p>PPE should only be used for two reasons: where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).</p> <p>The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:</p> <ul style="list-style-type: none"> <li>- Face masks</li> <li>- Aprons</li> <li>- Gloves of various sizes</li> <li>- Face shields (limited quantities)</li> </ul> <p>Children need to know that some adults might be wearing PPE and that it is nothing to worry about.</p>
<p><b>Response to any infection</b></p> <p>7. Engage with NHS Test and Trace.</p>	<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p> <p>They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the ‘stay at home’ regulations.</p> <p>Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response<sup>4</sup>.</p> <p>In order to fast track the process, the school e will provide a home testing kit. It is hoped they will be delivered before the start of the autumn term and they will be stored in the medical room. Given the potential low numbers of kits, they will only be issued with the agreement of either BHu or CCl.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.</p>

<sup>4</sup> C-19 Reopening Plan 1.3 (p.40)



	<p>If the test result is negative, the child can return to school assuming they would do so under normal circumstances, and if well enough</p> <p>If the test result is positive, the child and family need to follow the ‘stay at home’ guidelines.</p>
<p><b>Response to any infection</b></p> <p><b>8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</b></p>	<p>School should contact the local health protection team:</p> <p>PHE South East  Dr. Alison Burnett, Centre Director  Civic Centre, Level 2  Tannery Lane  Ashford  TN23 1PL  0344 2253861</p> <p>DfE Coronavirus hotline: 0800 046 8687 <a href="mailto:dfc.coronavirushelpline@education.gov.uk">dfc.coronavirushelpline@education.gov.uk</a></p> <p>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.</p> <p>The admin team will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.</p> <p>School will inform parents of the infection, but we will not reveal the name of the infected child/adult.</p> <p>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 a minimum of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 10 days from the onset of symptoms.</p> <p>Ryefield Primary will not (as stated in DfE guidance) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-</p>

	isolation.
<p><b><i>Response to any infection</i></b></p> <p><b>9. Contain any outbreak by following local health protection team advice.</b></p>	<p>During an outbreak, the school will keep in contact with our health protection team.</p> <p>If school has 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures will need to be put in place. The health protection team will provide advice to the school.</p> <p>This could result in a year group bubble lockdown, a partial / full school closure or/and a mobile testing station being established in school. Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>

## Section 2: School operations

Aspect of school	Action
<p><b>Transport</b></p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> <li>• by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only</li> <li>• by public transport services, we mean routes which are also used by the general public</li> </ul>	<p><b>Dedicated school transport</b></p> <p>Pupils on dedicated school services do not mix with the general. 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>The school will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p>
<p><b>Attendance</b></p> <p><b>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the</b></p>	<p><b>Attendance expectations</b></p> <p>The government expects all children to return to school, and this has been communicated to parents. Where required, the school will offer additional pastoral support.</p> <p>School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as the school did before the pandemic and any absence will be followed up.</p>

<p><b>pandemic on children's education, wellbeing and wider development.</b></p> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p>Where appropriate, staff and the local participation team will engage with families of non-attending pupils (in line with the local authority's code of conduct).</p> <p><b><i>Pupils who are shielding or self-isolating</i></b></p> <p>If rates of infection in the local area rise, then some parents with children who were once shielding due to medical advice may wish to isolate their children again. Ryefield Primary will support those parents through dialogue with the welfare team and school nurse so that appropriate advice can be offered and leeway afforded.</p> <p>Where children can't attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p><b><i>Pupils and families who are anxious about return to school</i></b></p> <p>If parents of pupils with significant risk factors are concerned, the school will provide an opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance; this could be via a Microsoft Teams/Zoom meeting.</p> <p>These pupils are to be identified by school. The school will review its record of those parents who have children not engaging in home learning already and – where deemed appropriate – initiate phone calls to families where vulnerabilities exist.</p>
<p><b>School Workforce</b></p>	<p><b><i>Staff who are clinically vulnerable or extremely clinically vulnerable</i></b></p> <p>Ryefield Primary School has planned to follow the full measures outlined in the DfE's guidance, therefore most staff will return to the workplace as normal.</p> <p>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 1<sup>st</sup> August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance. These members of staff will also receive individual risk assessments.</p> <p>Individuals who live with those identified as clinically extremely vulnerable or clinically vulnerable can attend school as normal also.</p> <p><b><i>Deploying support staff and accommodating visiting specialists</i></b></p>

As noted in the DfE's 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 deploying supply 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 teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.

Likewise, CP Soccer coaches, music tutors and other extra-curricular 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.

#### ***Staff taking leave***

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

With regards to staff being required to quarantine after returning from holidays, cases will be dealt with on an individual basis, in particular for those who had trips booked before the pandemic.

#### ***Safeguarding***

All existing pre-covid safeguarding measures will return as normal; the safeguarding and welfare will need to consider additional time to 'catch-up' with those children requiring additional pastoral support as a result of prolonged absence from school.

#### ***Catering***

The expectation is that the school kitchen will be fully open in autumn term. Whilst policy and practices continue to embed, the school will only serve packed lunches as a school meal option for the first few weeks of term with a view to review this and extend to hot meals. Staff are agreeing on the menu that will be available and this may change throughout the term.

Lunch bags need to take into account dietary requirements as the kitchen normally would.

#### ***Lunch and break times***

Midday supervisors will continue to support the supervision of lunchtimes but they will be allocated to the same year groups. Initially the school will not be using the halls for meals,

	<p>and this will be reviewed once the canteen is able to offer hot meals.</p> <p>A rota will be drawn up to ensure that only members of staff supervise their bubbles at break times. The playground will be split into zones and allocated to bubbles to avoid any cross-contamination.</p> <p>Timings of lunchtimes will be staggered, as will break times:</p> <p>Break times</p> <ul style="list-style-type: none"> <li>• Key Stage 1: 10.00 – 10.20</li> <li>• Lower Key Stage 2 (Y3/4): 10.20 – 10.40</li> <li>• Upper Key Stage 2 (Y5/6): 10.20 – 10.40</li> </ul> <p>Lunch times</p> <ul style="list-style-type: none"> <li>• Early Years: 11.30 – 12.20</li> <li>• Key Stage 1: 11.30 – 12.20</li> <li>• Lower Key Stage 2 (Y3/4): 12.30 – 13.20</li> <li>• Upper Key Stage 2 (Y5/6): 12.30 – 13.20</li> </ul> <p>On some occasions, 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.</p> <p>Staff can refer to the following link for appropriate play time games.</p> <p><a href="https://en-gb.padlet.com/gazneedle/mry7d3wlpw313515">https://en-gb.padlet.com/gazneedle/mry7d3wlpw313515</a></p>
<p><b><i>Estates</i></b></p>	<p>The Deputy Head and School Site Manager will continue with their weekly site inspections as per the existing schedule of work/enhanced cleaning.</p> <p>Teachers need to ensure that classrooms are kept tidy, and have good ventilation (open windows and doors).</p>
<p><b><i>Educational Visits</i></b></p>	<p>There will be no residential trips, as per DfE instructions regarding overnight school trips.</p> <p>School trips are permitted to resume. Trips will continue to be assessed on a case-by-case</p>

	<p>basis.</p>
<p><b>Wraparound care</b></p>	<p>Wraparound care is permitted to commence and the school is expecting to reopen on Monday 07 September. Children attending wrap around care will ideally need to be kept in consistent bubbles. Therefore, the children will need to remain in small consistent bubbles, observing good hand hygiene.</p> <p>The school acknowledges that working parents often rely on wraparound care to ensure they can reach their workplace on time. However, in order to be able to offer this service the school has agreed on some specific parameters. These are in place to promote social distancing and maintain a consistent 'bubble' of children who use RASCALS. At this current moment in time, a 'pick 'n mix' approach would undermine all of the hard work being done elsewhere in the school to minimise the spread of C-19.</p> <p>Therefore the school will look to establish a maximum capacity of 24 children, with an adult to pupil ratio of 1:8. In order to help the school minimise the risk of transmission Rascals is required to have a consistent register of children accessing the service; consequently, parents will not be able to book individual sessions. They will, instead, have to block book sessions for the entire week<sup>5</sup>.</p> <p>In order to promote social distancing a variety of spaces will be made available for the children to access (under adult supervision): Rascals' community room, KS1 hall, studio, computer suite, middle playground and the school fields.</p> <p>Enhanced cleaning has been factored into the reopening of the service.</p>

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<sup>5</sup> The school will not be able to provide full or partial refunds should your child be unable to attend their booked slot.

## Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
<p><b>Curriculum expectations</b></p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>Ryefield Primary School will modify its curriculum model 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'. There will be a period of adjustment in September that will be branded as 'Step-Up September'.</p> <p>During this period, children will be reminded of all of their hard work during the previous year and the school will 'reset' the expectations so that children know that we are expecting of them on their return to school i.e. great learning behaviours.</p> <p>A tiered document that outlines the Step-Up September 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.</p> <p>Our September 2020 curriculum will be as planned, more time needs to be given to planning the non-core elements so that our curriculum offer is aligned to our improvement plan.</p> <p>The school will return to the normal teaching of all subjects in the autumn term</p> <p>Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys.</p> <p>Remote education will become a focus in the sense that it will become integrated into the school curriculum. Class teachers will retain the use of Education City and Google Classroom to upload information tasks and support materials to maintain contact and links with parents. Oak National Academy lessons will be used periodically throughout the curriculum so that children are familiar with its content and format. This should make it easier for pupils to use should local lockdowns or a national lockdown be imposed.</p> <p>The Relationship and Sex Education element of the school's new curriculum will be planned and consulted on with parents shortly after the summer holiday. There is now leeway to defer the implementation of that curriculum content until the summer term 2021.</p>



<p><b><i>Specific points for early years foundation stage (EYFS) to key stage 3</i></b></p>	<p>For children in nursery settings, teachers 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. Staff will consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>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>
<p><b><i>Music</i></b></p>	<p>Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another. This has implications for our music curriculum and adjustments are being made.</p>
<p><b><i>Physical activity in schools</i></b></p>	<p>PE lessons will be part of the curriculum. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors. Topics and resources will be timetabled to minimise the risk of viral transmission.</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. This will be the responsibility of whoever led the lesson, i.e., the sports coach or class teacher. Hand and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Contact sports are to be avoided.</p>

	<p>External coaches can still be used to deliver PE sessions as long as they also follow the protective measures.</p>
<p><b><i>Pastoral support</i></b></p>	<p>The pastoral team will ensure that appropriate materials are on hand to support children's wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, the welfare team is to be informed so that specific interventions can take place. Staff will need to ensure that they distance themselves appropriately during meetings (preferably held outside) given that they will be required to work across phases.</p>
<p><b><i>Behaviour expectations</i></b></p>	<p>The current approved behaviour policy coronavirus amendment will still apply.</p> <p>During 'Step-Up September', expectations of behaviour will be revisited and the school's creed 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>The school's governing body has determined that – during the autumn term - children will not be required to wear school uniform. By the end of October 2020, the governing body will communicate to parents whether school uniform will be reintroduced for the start of the new calendar year.</p>

## Section 4: Assessment and accountability

Aspect of school	Action
<b>Primary Assessment</b>	<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"> <li>• the phonics screening check</li> <li>• key stage 1 tests and teacher assessment</li> <li>• the year 4 multiplication tables check</li> <li>• key stage 2 tests and teacher assessment</li> <li>• statutory trialling</li> </ul> <p>Ryefield Primary will prepare for these tests in the same manner as has been done in previous years.</p>

## Section 5: Contingency planning for outbreaks

Aspect of school	Action
<b><i>A local outbreak</i></b>	<p>If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.</p>
<b><i>Remote education support: augmented learning</i></b>	<p>Ryefield Primary School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.</p> <p>The school's immediate response will be the following:</p> <ul style="list-style-type: none"> <li>☒ Children are to take home their individual stationery packs and their current exercise books;</li> <li>☒ Adults will share lessons via Education City and Google Classroom, often in reference to Oak National Academy lessons that are tailored for every objective in the primary curriculum (EYFS coming soon);</li> <li>☒ Teachers will then be able to meet with children that require additional support through phone call conversation with families and tailored learning resources;</li> <li>☒ Children will be able to take photos of their learning and upload to the Google Classroom page so that teachers can monitor progress and offer supportive feedback if appropriate.</li> </ul> <p>Chosen learning activities will follow the school's 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 (<a href="https://www.thenational.academy/information-for-teachers">https://www.thenational.academy/information-for-teachers</a>).</p> <p>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 existing devices will be re-distributed to those eligible families. Physical resources will be made available via a resources trolley which will be located in the main office area.</p> <p>The principles for delivery will be as follows:</p>

	<ul style="list-style-type: none"> <li>☒ Children will receive learning opportunities for a range of subjects</li> <li>☒ Learning will be sequenced as per our current curriculum model</li> <li>☒ High quality explanations will be made by the teacher using video links from school or through curriculum resources such as Oak National</li> <li>☒ Work will be checked through uploads to Google Classroom or via Education City</li> <li>☒ Lessons will be of the equivalent length of a normal school day.</li> <li>☒ Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the learning support team.</li> </ul>
<p><i>A partial re-opening *</i></p> <p><i>*subject to change should the government issue further guidance</i></p>	<p>Drawing on the experiences of the past few months, it is likely that, after another national or regional lockdown, schools have to implement, in line with government guidance, either a full or a partial re-opening. This section details the school's approach to a partial reopening. The school defines a phased reopening as the partial admission of certain year groups to ensure continuity of education, and – where appropriate – allow families to continue to work. The school recognises the government's previous system of reopening year groups marginalised specific age ranges, whilst no guidance has been provided by the Department of Education, the following details Ryefield's anticipated actions to partially re-open the school to <b>all pupils</b>. Ryefield will – subject to further governmental guidance – implement the following:</p> <ul style="list-style-type: none"> <li>• The school population will be split into two groups (Cohort A &amp; Cohort B).</li> <li>• Siblings will be prioritised to ensure that this new system is manageable for families.</li> <li>• The year group bubble principle will continue to be applied, although there may be some movement between groups to accommodate the sibling rule.</li> <li>• Cohort A and Cohort B will alternate between two weeks in school, receiving face-to-face teaching, and two weeks of augmented learning at home. Alternating settings enables students to self isolate prior to returning to school for their next two week block.</li> <li>• Face-to-face learning and augmented learning will run parallel to each other.</li> <li>• Key worker and vulnerable pupil provision will be re-established.</li> <li>• The partial re-opening will stagger the re-introduction of year groups.</li> <li>• In order to implement Ryefield's C-19 infection control policy and fulfil some of its statutory duties, the site will close for one day a week (currently Wednesday).</li> </ul>

# Appendices

**Appendix 1: Dealing with a suspected case of Covid-19**

**Appendix 2: Donning and Doffing PPE**

**Appendix 3: C-19 follow up actions**

**Appendix 4: Hand-hygiene poster**

# Appendix 1: Dealing with a suspected case of Covid-19

## Pupil Presenting with C-19 Symptoms Checklist: EYFS



Pupil & Staff Safety

Pupil presents with C-19 Symptoms (with staff member, pupil, first aider and office staff)



Pupil taken to the holding pod (with pupil, first aider and designated staff)



Pupil handed over to parent (with parent, office staff, pupil and designated staff)

### Staff Member:

- Member of staff informs - via telephone - medical room and school office.
- Member of staff escorts pupil exits building via the quickest route available.
- Staff member and pupil wait in the KS1 playground for the first aider.
- Staff member hands pupil over to first aider and washes hands at nearest sanitiser station.

### First Aider:

- Upon notification, first aider dons gloves, apron, mask and face covering.
- First Aider heads KS1 playground to take responsibility for pupil.
- First Aider provides pupil with a face mask.
- Upon handover, the first aider will accompany the pupil around the outside of the building to the holding pod. Both shall re-enter the building by the external doors near Nightingale Class.
- First aider places pupil in holding pod and awaits for additional member of staff.

### Office Staff:

- Upon notification, contact parents and inform them to collect their pupil.
- Member of office staff heads to Medical Room to support First Aider in donning PPE.
- Member of designated office staff dons PPE and heads to Holding Pod to acts as a 'buddy' for the First Aider.

### First Aider:

- Awaits arrival of designated member of staff.
- With support from the designated member of staff, PPE equipment is doffed according to checklist.
- First Aider disposes of PPE (see Infection Control of used PPE Checklist)
- First Aider returns to medical room.

### Designated Staff:

- Inform designated staff member to support First Aider.
- Designated staff dons gloves, apron, arm sleeves, mask and face cover.
- Upon arrival, the designated member supports the First Aider in the removal of PPE (see Donning & Doffing Checklist).
- Designated staff member remains outside the holding pod until parent arrives to collect pupil.

### Pupil:

- Dons mask and remains in room until parent arrives to collect them.
- Should the child need to use the toilet, they will have access to Y3 disabled bathroom, which will be out of bounds to all other pupils and cleaned after use.

### Parent:

- Arrives at the school office and, if necessary, observes social distancing.
- Waits outside the school building by the large, external gates on the KS2 playground.
- Parent collects child and follows guidance on self-isolating and testing.

### Office Staff:

- Inform designated staff member that the parent is here and ready to collect pupil.
- Pupil's absence is recorded and return date is tracked.
- Send email to parent detailing the school's expectations regarding pupils return to school.
- Designated staff #2 dons gloves, apron and mask to support the doffing of PPE.

### Designated Staff:

- Escort pupil onto KS2 playground and hand to parent.
- Returns to clean holding pod.
- Await second staff member to support in doffing of PPE.

### Pupil:

- Follows school guidance.

This checklist is not intended to be definitive. Additions and modifications - via agreed consultation with SLT - to fit local practice are encouraged.

## Pupil Presenting with C-19 Symptoms Checklist: KS1



### Pupil & Staff Safety

Pupil presents with C-19 Symptoms (with staff member, pupil, first aider and office staff)



Pupil taken to the holding pod (with pupil, first aider and designated staff)



Pupil handed over to parent (with parent, office staff, pupil and designated staff)

#### Staff Member:

- Member of staff informs - via telephone - medical room and school office.
- Member of staff escorts pupil exits building via the quickest route available.
- Staff member and pupil wait in the KS1 playground for the first aider.
- Staff member hands pupil over to first aider and washes hands at nearest sanitiser station.

#### First Aider:

- Upon notification, first aider dons gloves, apron, mask and face covering.
- First Aider heads KS1 playground to take responsibility for pupil.
- First Aider provides pupil with a face mask.
- Upon handover, the first aider will accompany the pupil around the outside of the building to the Holding Pod. Both shall re-enter the building by the external doors near Nightingale Class.
- First aider places pupil in holding pod and awaits for additional member of staff.

#### Office Staff:

- Upon notification, contact parents and inform them to collect their pupil.
- Member of office staff heads to Medical Room to support First Aider in donning PPE.
- Member of designated office staff dons PPE and heads to Holding Pod to act as a 'buddy' for the First Aider.

#### First Aider:

- Awaits arrival of designated member of staff.
- With support from the designated member of staff, PPE equipment is doffed according to checklist.
- First Aider disposes of PPE (see Infection Control of used PPE Checklist)
- First Aider returns to medical room.

#### Designated Staff:

- Inform designated staff member to support First Aider.
- Designated staff dons gloves, apron, mask and face cover.
- Upon arrival, the designated member supports the First Aider in the removal of PPE (see Donning & Doffing Checklist).
- Designated staff member remains outside the holding pod until parent arrives to collect pupil.

#### Pupil:

- Dons mask and remains in room until parent arrives to collect them.
- Should the child need to use the toilet, they will have access to Y3 disabled bathroom, which will be out of bounds to all other pupils and cleaned after use.

#### Parent:

- Arrives at the school office and, if necessary, observes social distancing.
- Waits outside the school building by the large, external gates on the KS2 playground.
- Parent collects child and follows guidance on self-isolating and testing.

#### Office Staff:

- Inform designated staff member that the parent is here and ready to collect pupil.
- Pupil's absence is recorded and return date is tracked.
- Send email to parent detailing the school's expectations regarding pupils return to school.
- Designated staff #2 dons gloves, apron and mask to support the doffing of PPE.

#### Designated Staff:

- Escort pupil onto KS2 playground and hand to parent.
- Returns to clean holding pod.
- Await second staff member to support in doffing of PPE.

#### Pupil:

- Follows school guidance.

This checklist is not intended to be definitive. Additions and modifications - via agreed consultation with SLT - to fit local practice are encouraged.



## Pupil Presenting with C-19 Symptoms Checklist: KS2



### Pupil & Staff Safety

Pupil presents with C-19 Symptoms (with staff member, pupil, first aider and office staff)



Pupil taken to the holding pod (with pupil, first aider and designated staff)



Pupil handed over to parent (with parent, office staff, pupil and designated staff)

#### Staff Member:

- Member of staff informs - via telephone - medical room and school office.
- Member of staff tells pupil to wait outside in the school lobby area.
- Pupil waits in the school lobby for first aider.

#### First Aider:

- Upon notification, first aider dons gloves, apron, mask and face covering.
- First Aider heads to school lobby area to take responsibility for pupil.
- Upon arrival, the first aider will accompany the pupil to the Holding Pod.
- First aider places pupil in Holding Pod and awaits for additional member of staff.

#### Office Staff:

- Upon notification, contact parents and inform them to collect their pupil.
- Member of office staff heads to Medical Room to support First Aider in donning PPE.
- Member of designated office staff dons PPE and heads to Holding Pod to act as a 'buddy' for the First Aider.

#### First Aider:

- Awaits arrival of designated member of staff.
- With support from the designated member of staff, PPE equipment is doffed according to checklist.
- First Aider disposes of PPE (see Infection Control of used PPE Checklist)
- First Aider returns to medical room.

#### Designated Staff:

- Inform designated staff member to support First Aider.
- Designated staff dons gloves, apron, mask and face cover.
- Upon arrival, the designated member supports the First Aider in the removal of PPE (see Donning & Doffing Checklist).
- Designated staff member remains outside the holding pod until parent arrives to collect pupil.

#### Pupil:

- Dons mask and remains in room until parent arrives to collect them.
- Should the child need to use the toilet, they will have access to Y3 disabled bathroom, which will be out of bounds to all other pupils and cleaned after use.

#### Parent:

- Arrives at the school office and, if necessary, observes social distancing.
- Waits outside the school building by the large, external gates on the KS2 playground.
- Parent collects child and follows guidance on self-isolating and testing.

#### Office Staff:

- Inform designated staff member that the parent is here and ready to collect pupil.
- Pupil's absence is recorded and return date is tracked.
- Send email to parent detailing the school's expectations regarding pupils return to school.
- Designated staff #2 dons gloves, apron and mask to support the doffing of PPE.

#### Designated Staff:

- Escort pupil onto KS2 playground and hand to parent.
- Returns to clean holding pod.
- Await second staff member to support in doffing of PPE.

#### Pupil:

- Follows school guidance.

This checklist is not intended to be definitive. Additions and modifications - via agreed consultation with SLT - to fit local practice are encouraged.

# Appendix 2: Donning and Doffing PPE

## Donning PPE - taken from Public Health England



Pupil &  
Staff Safety

Staff member



Staff member and Buddy.



Staff member and Buddy

### Staff Member:

- Remove jewellery, watches etc.
- Tie hair with elastic hair band (if applicable).
- Clean hands with sanitiser/ soap and hot water.

### Put on in correct order!

### Buddy:

- The buddy should run through each step to check all items are in place.
- If any gaps are noticed, these must be addressed.

### Apron:

- Put on your plastic apron, making sure it is tied securely at the back.



### Mask:

- Put on your surgical face mask, if tied, make sure securely tied at crown and nape of neck. Once it covers the make sure it is extended cover your and chin.



### Eye Protection

- Put on eye protection if there is a risk of splashing.



### Gloves

- Put on non-sterile nitrile gloves.



**You are now ready to deal with the pupil.**

### If at any time your PPE becomes heavily contaminated or is breached:

- Ensure the pupil is safe
- Use hand sanitizer
- Leave room
- Perform doffing procedure
- Clean hands
- Risk assess
- Put on fresh PPE if required (following doffing guidelines)

This checklist is not intended to be definitive. Additions and modifications - via agreed consultation with SLT - to fit local practice are encouraged.

## Doffing PPE - taken from Public Health England



Pupil &  
Staff Safety

Buddy and Staff member  
(follows Buddy's instructions).



Buddy and Staff member  
(follows Buddy's instructions).



Buddy and Staff member  
(follows Buddy's instructions).

### Buddy:

- Doffing of PPE to occur in Y3 Disabled bathroom.
- Buddy **reads out loud each RED step BEFORE** it is completed by the "doffer".
- Buddy completes actions in CAPS.
- BEGIN BY READING THE FOLLOWING STATEMENT:
- "COMPLETE EACH STEP each step SLOWLY & DELIBERATELY. Errors in doffing contribute to infection."**

### Step One: Disposal Bag 1

- HOLDS DISPOSAL BAG 1 OUT, ENSURING THAT THE OPENING OF THE BAG IS AS WIDE AS POSSIBLE.

### Step Two: Gloves/Apron

- "Grasp the outside of the glove above the cuff and peel off"**
- Hold the removed glove in the remaining gloved hand.
- Slide the fingers of the un-gloved hand under the cuff of the remaining gloved hand and peel off. Pulling the remaining glove over the first glove.
- Discard glove into bag."

### Step Three: Clean hands

- "Clean your hands with hand sanitiser."

### Step Four: Apron

- "Do not touch the outside of your apron as it may be contaminated."
- Unfasten or break the apron ties at the neck and let the apron fall down on itself.
- "Break the ties at the waist and fold the apron in on itself."
- "Do not touch the outside of the apron as this may be contaminated."
- "Fold apron in on itself and dispose into bag."

### Step Five: Eye Mask (if worn due to splashing).

- "Hold both arms of the eye protection, lift and pull away from the face. Discard after use."

### Step Six: Clean hands

- "Clean your hands with hand sanitiser."

### Step Seven: Face Mask

- "This should be done outside of the holding pod, or other isolation area."
- Using both hands, grasp the elastic ties around both ears."
- "Stretch them and carefully pull the mask away from your face."
- "Discard the mask into bag."
- "If glasses are worn carefully remove and clean with an alcohol based wipe."

### Step Eight: Clean hands

- "Clean your hands with hand sanitiser."
- "You have now completed the doffing of the PPE."



### Step Nine: Disposal of bag

- TIE DISPOSAL BAG 1 AND PLACE INSIDE DISPOSAL BAG 2.
- TAKE DISPOSAL BAG 2 TO BE KEPT SEPARATELY FROM COMMUNAL WASTE IN A LOCKED ROOM FOR 72 HOURS.
- AFTER 72 HOURS DISPOSAL BAG 2 CAN BE TAKEN BY THE SCHOOL'S WASTE CONTRACTOR.

This checklist is not intended to be definitive. Additions and modifications - via agreed consultation with SLT - to fit local practice are encouraged.

# Appendix 3: C-19 follow up actions

## Tracking Adult/Pupil C-19 Self Isolation



Pupil &  
Staff Safety

C-19 Adult/Pupil and Staff member  
Initial Instructions



C-19 Adult/Pupil and Staff member  
Within 48 hours



C-19 Adult/Pupil and Staff member  
Prior to return

### Adult/Pupil showing C-19 symptoms:

- Testing is now available to all professionals who work in education, and pupils of all ages.**
- Member of staff needs to arrange to for a C-19 test.
- Parent of pupil needs to either arrange for a test, or self isolate as stated in government guidance.

### Admin Staff member:

- Office staff record reason for staff or pupil absence as C-19 related via medical note on SIMS.
- School office records expected return to school date via SIMS.
- An email is sent to the individual's registered address to confirm that they have been sent home due to exhibiting C-19 symptoms. They are instructed to either arrange for a test, or self isolate for a minimum of 10 days. Other household members should self-isolate for 14 days. Return to school date is communicated to individual.

### Adult/Pupil showing C-19 symptoms:

- Arranges for a C-19 test, or chooses to self-isolate. Parent/staff member informs school of their decision.

### Admin Staff member:

- Office contacts the individual to check on their well-being and establishes their course of action. This is recorded in SIMS.
- Office provides individual with a provisional return to school date. Their return will be preceded by a questionnaire that will be conducted via telephone.

### Adult/Pupil showing C-19 symptoms:

- Test results are received and forwarded to the school.**
- Awaits further instructions regarding a return to school / work date.**
- If negative, they can return providing they have displayed no symptoms in the past 48 hours.
- If positive, they must self isolate for a minimum of 14 days and will be subject to a return to school questionnaire.

### Admin Staff member:

- Upon receipt of test, the school will provide the individual with an estimated return to school/work date.
- If negative, the staff member to conduct a return to school questionnaire. Upon satisfactory completion of questionnaire a return to school date is put in place.
- If positive, they must self isolate for a minimum of 14 days. At the end will be subject to a return to school questionnaire. Upon satisfactory completion of the questionnaire a return to school date is put in place.
- Questionnaires to be completed two working days prior to return.

This checklist is not intended to be definitive. Additions and modifications - via agreed consultation with SLT - to fit local practice are encouraged.



# Appendix 4: Handwashing protocol poster

