



## RISK ASSESSMENT FOR THE OPENING OF JHSW FOR ALL PUPILS WEEK COMMENCING 8<sup>th</sup> MARCH 2021

PROPOSED ORGANISATION <b>EARLY YEARS</b>			
Days and Times	Spring Term 2021 Week 1 onwards – 8.45am-11.45am morning session 12.15-3.15 afternoon session (max. 26 children per class per day)		
Learning Environment Inside	Cricket's Classroom		
Learning Environment Outside	Stable area and designated outside space for Cricket's Class		
PROPOSED ORGANISATION <b>FOUNDATION STAGE</b>			
Days and Times	Spring Term 2021 8 <sup>th</sup> March onwards – 9.00am-11.45am morning session 1.00-3.05 afternoon session (max. 30 children per class per day)		
Learning Environment Inside	Caterpillars Classroom, Ladybirds Classroom, Honeybees Classroom		
Learning Environment Outside	Caterpillars to use outside zones on a rota basis	Ladybirds to use outside zones on a rota basis	Honeybees to use to use outside zones on a rota basis
PROPOSED ORGANISATION <b>YEAR ONE</b>			
Days and Times	Spring Term 2021 8 <sup>th</sup> March onwards – 8.50am-3.10pm daily (max. 30 children per class per day)		
Learning Environment Inside	Squirrels Classroom	Hedgehogs Classroom	Badgers Classroom
Learning Environment Outside	Squirrels to use designated area outside classroom	Hedgehogs to use designated area outside classroom	Badgers to use designated area outside classroom
PROPOSED ORGANISATION <b>YEAR TWO</b>			
Days and Times	Spring Term 2021 8 <sup>th</sup> March onwards – 8.45am - 3.15pm daily (max. 30 children per class per day)		
Learning Environment Inside	Firecrests Classroom	Herons Classroom	Red Kites Classroom
Learning Environment Outside	Firecrests to use designated area outside classroom	Herons to use designated area outside classroom	Red Kites to use designated area outside classroom

## JHSW RISK ASSESSMENT/PROTECTIVE MEASURES

DfE guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/963541/Schools\\_coronavirus\\_operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf)

The overarching principle is to reduce the number of contacts between children and staff and all adults associated with the school through keeping groups separate in bubbles and through maintaining distance wherever possible

- Ideally adults should maintain distance from each other and from children when circumstances allow
- Avoid face to face contact and minimise time spent within 1 metre of anyone
- Avoid spending more than 15 minutes within 2 metres of anyone

**Prevention** - We must always:

- Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.

- Ensure face coverings are used in recommended circumstances.
- Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- Consider how to minimise contact across the site and maintain social distancing wherever possible.
- Keep occupied spaces well ventilated.
- Promote and engage in asymptomatic testing.

In specific circumstances:

- Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
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**Response** to any infection – we must always:

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

<b>Pupil Well-being</b>	Communicating messages regarding class bubbles of 30 and expectations for safe behaviours to young children	<ul style="list-style-type: none"> <li>• Information sent home to parents for them to share with their children to inform and manage their expectations before starting back at school from 8<sup>th</sup> March</li> <li>• Signpost to revised Home School Agreement sent out in September 2020</li> <li>• Signpost to updated Behaviour Policy added to website at the start of Autumn Term 2020</li> <li>• Signpost to updated Child Protection Policy added to website at the start of Autumn Term 2020</li> <li>• Disseminate policy for managing suspected cases of Coronavirus in school – regular inclusion in newsletter</li> <li>• Regular reminders regarding expectations and rules once children return to school in March 2021</li> <li>• Rewards and praise for safe behaviours from pupils</li> <li>• Communicate clear and consistent expectations around school attendance to families</li> </ul>
	Managing pupil well-being and mental health including anxiety	<ul style="list-style-type: none"> <li>• Prior to September 2020 information was requested from parents regarding their child via an emailed 'All About Me' document, additional information gained from Parents' Evenings in October 2020</li> <li>• Gain feedback from staff regarding recovery curriculum to inform curriculum planning for January onwards</li> <li>• Gain feedback from parents regarding remote learning to inform future curriculum planning</li> <li>• Revise the curriculum to meet the needs of pupils as they return, and to ensure regular opportunities to learn outside the classroom</li> <li>• Plan how to support pupils who are demonstrating challenging behaviour within school</li> <li>• Identify those who have developed anxieties related to coming into school or the virus</li> <li>• Identify those about whom there are safeguarding concerns</li> <li>• Support those who may make safeguarding disclosures</li> <li>• Support those who may have experienced bereavements in their immediate family or wider circle of friends or family</li> <li>• Regular PSHE sessions in school</li> <li>• Regular time to talk in school</li> </ul>

		<ul style="list-style-type: none"> <li>• Consistent and agreed approach to providing factual information about Coronavirus in an age appropriate way</li> <li>• Lainey Morgan to continue to support vulnerable children individually or within individual class 'Nurture Groups'</li> <li>○ If offering face to face, set up T.V room with adult seat 2 metres away from child seat</li> <li>○ Phone call made to class to ask adult to bring child/ren using outside route to go to TV room</li> <li>○ Adult leaves child/ren at door</li> <li>○ Lainey to return them via outside route</li> <li>○ T.V room chairs and surfaces to be cleaned before next child/ren arrives</li> <li>• Provide relevant resources to teachers for use in planning daily PSHE lessons or signpost parents to resources online</li> </ul>
	Managing unexpected/challenging behaviour	<p>We will aim to:</p> <ul style="list-style-type: none"> <li>• Provide a calm, consistent and familiar learning environment</li> <li>• Offer realistic, engaging and enjoyable learning opportunities</li> <li>• Reinforce our behaviour policy</li> <li>• Praise and reward positive behaviours</li> <li>• Provide regular PSHE sessions in school</li> <li>• Provide time to talk in school</li> <li>• Provide nurture support where necessary</li> <li>• Implement sanctions for poor behaviour-in the event that usual positive reinforcement and other class strategies have not worked in addressing poor behaviour, an adult should phone the Head's office to ask if it is possible to for her to speak to the child. If the Head/Deputy is not available, the child must remain in the classroom or go to class designated outdoor area until the leader is available. When the leader is available, she will visit the child in the classroom or in the outside area. The Leader will decide upon and communicate a suitable sanction.</li> </ul>
<b>Self-isolation, shielding and clinically extremely vulnerable individuals</b>	Self-isolation, shielding and clinically extremely vulnerable children	<p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:</p> <ul style="list-style-type: none"> <li>• have symptoms or have had a positive test result</li> <li>• live with someone who has symptoms or has tested positive and are a household contact</li> <li>• are a close contact of someone who has coronavirus (COVID-19)</li> </ul> <p>We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician. The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally. We will request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school whilst shielding guidance is in place.</p> <p>We will provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19). We will offer pastoral support to pupils who are:</p>

		<ul style="list-style-type: none"> <li>○ self-isolating</li> <li>○ shielding</li> <li>○ vulnerable</li> </ul> <p>Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised</p>
	Clinically vulnerable staff	<ul style="list-style-type: none"> <li>• Clinically vulnerable individuals can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.</li> <li>• Staff who live with those who are clinically vulnerable can attend the workplace but should ensure they maintain good preventative practice in the workplace and at home</li> <li>• Individuals in circumstances where they are unable to return to work for any reason must discuss this personally with the Head Teacher who will follow HR guidance</li> </ul>
	Clinically extremely vulnerable staff	<ul style="list-style-type: none"> <li>• Clinically extremely vulnerable staff are advised not to attend the workplace. These individuals will previously have received a letter from the NHS or their GP telling them this. The letter provides advice on what additional measures individuals in this group can take</li> <li>• We will talk to our staff about how they will be supported.</li> <li>• Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield after they have been vaccinated. This may change with further data on the effects of vaccination.</li> </ul>
	Living with an extremely clinically vulnerable person	<ul style="list-style-type: none"> <li>• Adults living in households with <b>extremely clinically</b> vulnerable individuals can still attend work where home working is not possible and should maintain good prevention practice in the workplace and home settings</li> <li>• Children and adults living in households with <b>clinically</b> vulnerable individuals should attend school/work as normal</li> </ul>
<b>Confirmed and potential cases of Covid-19</b>	Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school	<p>Pupils, staff and other adults must not come into the school if:</p> <ul style="list-style-type: none"> <li>• they have one or more coronavirus (COVID-19) symptoms <ul style="list-style-type: none"> <li>○ <i>high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)</i></li> <li>○ <i>new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)</i></li> <li>○ <i>loss or change to your sense of smell or taste – this means you’ve noticed you cannot smell or taste anything, or things smell or taste different to normal</i></li> </ul> </li> <li>• a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms</li> <li>• they are required to quarantine having recently visited countries outside the Common Travel Area</li> <li>• they have had a positive test</li> </ul> <p>They must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> <li>○ <i>the start of their symptoms (or longer if you still have symptoms other than cough or loss of sense of smell/taste.)</i></li> <li>○ <i>the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test)</i></li> </ul>

		<p>Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate.</p>
<b>Displaying Symptoms</b>	<b>Someone becomes unwell at JHSW with symptoms of Coronavirus</b>	<p>If anyone in school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), we will:</p> <ul style="list-style-type: none"> <li>○ immediately send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days</li> <li>○ advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection</li> <li>○ advise them to book a test as soon as possible to see if they have coronavirus (COVID-19). Tests can be booked online through the NHS testing and tracing for coronavirus (Covid-19) website. Essential workers have priority access to testing. Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test. If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.</li> <li>○ Advise them to provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace.</li> <li>○ Ask parents and staff to inform the school as soon as they get their results.</li> </ul> <p>Appropriate is available PPE within the Spare Classroom</p> <p>If a child is awaiting collection, they will be moved to the Spare Room where they can be isolated behind a closed door with adult supervision from a designated staff member. A window will be opened for ventilation. They will remain at least 2 metres away from other people. At JHSW we will seat them at a table in the Spare Room</p> <p>If they need to go to the bathroom while waiting to be collected, they will use the toilets in the spare room. These toilets will be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p>

		<p>In an emergency, we will call 999 if they are seriously ill or injured or their life is at risk. We will not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> <li>○ the symptomatic person subsequently tests positive</li> <li>○ they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)</li> <li>○ they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)</li> <li>○ they have tested positive from an LFD test as part of a community or worker programme</li> </ul> <p>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 after they have left, to reduce the risk of passing the infection on to other people. See the guidance on the cleaning of non-healthcare settings.</p> <p>If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so.</p> <p>Where the child or staff member tests negative, they can return to their setting and their fellow household members can end their self-isolation.</p>
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<p><b>Confirmed case</b></p>	<p>Confirmed case of Coronavirus in our school</p>	<p>We will take swift action when we become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school. We will immediately call the DfE Helpline on 0800 046 8687 and select option 1 for advice on the action to take in response to a positive case. We will be advised as to what action is needed based on the latest public health advice. The advice service (or PHE local health protection team if escalated) will work with us to guide us through the actions we need to take. Based on their advice, we will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p> <p>Close contact means:</p> <ul style="list-style-type: none"> <li>• anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)</li> <li>• anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ul style="list-style-type: none"> <li>○ face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre</li> <li>○ been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>○ sexual contacts</li> <li>○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> <li>○ travelled in the same vehicle or a plane</li> </ul> </li> </ul> <p>The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, our school will keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups. This will be a proportionate recording process. We will not ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate.</p> <p>If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their school immediately, and they should isolate from the day of onset of their symptoms and at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection.</li> </ul>
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		<p>We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</p> <p>In the vast majority of cases, parents and carers will be in agreement that a pupil with symptoms should not attend the school, given the potential risk to others. In the event that a parent or carer insists on a pupil attending school, we will take the decision to refuse the pupil if, in our reasonable judgement, it is necessary to protect our pupils and staff from possible infection with coronavirus (COVID-19). Our decision will be carefully considered in the light of all the circumstances and current public health advice.</p>
Asymptomatic Covid-19 testing	Rapid asymptomatic Covid-19 testing for School Staff	<p>Staff in our school will continue to test with Lateral Flow Devices twice a week on a Wednesday and a Sunday</p> <p>We have a COVID Coordinator, responsible for the overall management of rapid COVID-19 testing for the school's workforce. The COVID Coordinator is the main contact with NHS Test and Trace and is responsible for:</p> <ul style="list-style-type: none"> <li>· Communicating with stakeholders.</li> <li>· Ensuring staff are using the right instructions and they sign for the tests using the Test Kit Log.</li> <li>· Providing training and information for all staff workforce.</li> <li>· Management of delivery of tests and stock management of tests. Reordering tests when required.</li> <li>· Creation and management of a Register for logging test results.</li> <li>· Creation of an Incident Log, reporting incidents and carrying out risk management.</li> <li>· Storing and reporting required data.</li> <li>· Reviewing updates to guidance daily and implementing required changes.</li> <li>· Ensure the school testing process is aligned with the Buckinghamshire Public Health response to Covid-19 and is reviewed regularly to ensure continued alignment.</li> <li>· Managing and continually assessing the process against this risk assessment.</li> </ul>



		<p>We have a Registration Assistant responsible for:</p> <ul style="list-style-type: none"> <li>· Distributing the correct number of test kits to staff and managing the schedule for the distribution of the next sets of kits (face mask must be worn, and social distancing maintained).</li> <li>· Inputting test results from staff into the school's 'Register'. Ensuring that the register is saved securely.</li> <li>· Sending reminders to participants to communicate their results online and to the school.</li> <li>· Responding to staff questions.</li> <li>· Working with the COVID Coordinator to support the management of the stock of kits.</li> </ul> <p>We have a contingency plan developed for absence by the key role holders identified above.</p> <p>Staff have been told to use the NHS 'How to Guide – Rapid Testing of Primary and Nursery Workforce'.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>▪ Ensure all staff understand the different COVID testing roles in the school and who holds these roles.</li> <li>▪ Explain the process of collection of tests/correct instructions, the process for signing for tests in the school and recording the lot number against their name.</li> <li>• Explain the process of taking a test at home. All staff to watch instructional video provided on You Tube – 'Step by Step Guide to COVID-19 Self Testing'.</li> <li>▪ Ensure all staff read the Instructions for Use document 'Your Step-by-Step Guide for COVID-19 Self-Testing' v 1.3.2 (ensure they are using the correct version only).</li> <li>▪ Make sure that all staff know that it is a requirement for them to report their test results to both to NHS Test and Trace and to the school.</li> <li>▪ Make sure staff know who to contact if they have an incident while testing at home</li> </ul> <p>All staff to read the Privacy Notice before taking the tests.</p> <p>All staff must be aware that testing is not mandatory for staff and staff do not need to provide proof of a negative test result to attend school/nursery in person, although participation in testing is strongly encouraged. Staff who decline to participate in the testing programme must follow the usual national guidelines on self-isolation and get tested if they show symptoms.</p> <p>The COVID Coordinator to review DfE Primary Testing FAQs on a regular basis. The COVID Coordinator to check the latest government guidance on rapid testing of primary/nursery workforce on a regular basis. All questions from members of staff to be checked against the Primary Testing FAQs on the document sharing platform by the COVID Coordinator and the</p>
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answer communicated to all staff members. Should the answer not be found in the FAQs, the COVID Coordinator will contact the DfE coronavirus helpline on 0800 046 8687.

The COVID Coordinator to ensure that they have written confirmation from all as to whether they are opting in or opting out of testing and plan/communicate accordingly.

The COVID Coordinator to create and manage a Test Kit Log, to check and record each delivery as it arrives on site, record lot numbers for the test kits delivered and use for staff members to 'sign out' test kits.

The COVID Coordinator is responsible for ensuring that the storage and collection point is:

- Able to be secured to prevent unauthorised access to the test kits.
- Inside and at a temperature between 2 and 30 degrees, out of direct sunlight/heat.

The COVID Coordinator to ensure that all staff:

- Are trained in and understand how to report their test result to NHS Test and Trace as soon as the test is completed and every time they take a test, even if the result is negative or invalid – either online or by telephone (as per the instructions in the home test kit).
- Are aware that the test assigned to them is only to be used by themselves and that it must never be taken by anyone else.

The COVID Coordinator will develop their own, locally managed Register and a process for all staff to log test results with the school, before staff arrive on site in the morning. This is important for identifying staff with positive results, for bubble management and contract tracing. This is a separate document to the Test Kit. The register will be kept until further guidance is given.

- Staff with a negative LFD test result – staff can continue to attend school/nursery, follow guidance and use protective measures.
- Staff with a positive LFD test result – Individuals with a positive LFD result will need to self-isolate immediately in line with the stay-at-home guidance. They must report their results to NHS Test and Trace as soon as the test is complete, as set out in the test kit instructions and self-report gov.uk page. This will enable NHS Test and Trace to monitor the spread of the virus. They must also inform the school of their result so the school can identify close contacts and they can make appropriate cover arrangements. They should book a confirmatory PCR test online, then continue to isolate for 10 days (from the day the symptoms started) if the PCR test result is positive. The staff member must also inform the school of a positive PCR result.
- Staff with a void LFD test result - if staff get a void result, this means that the test has not run correctly, and they will need to take another test as soon as possible, ideally on the same day. Staff should still report the void result to NHS Test and Trace via the self report gov.uk page. They should use a new test kit but not reuse anything from the first kit. In the very unlikely event staff get two void test results, they should book a PCR test. Staff

		<p>should self-isolate pending the result of the PCR test. Staff should inform the school as it may indicate a faulty batch of test kits.</p> <p>All staff - The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines. Those with symptoms are also expected to order a test online or visit a test site to take a PCR test to check if they have the virus.</p> <p>All staff - the LFD test kits for use by primary school staff are not to be used as an alternative to self-isolation. If a member of staff has been in close contact with a confirmed case of COVID-19, they should follow the government guidance and self-isolate.</p> <p>The COVID Coordinator will:</p> <ul style="list-style-type: none"> <li>• Develop an Incident Log and process for logging issues.</li> <li>• Ensure the Incident Log is saved securely.</li> <li>• Ensure all staff members are trained in what issues should be reported, to whom and by when.</li> <li>• Review the Incident Log daily. Lessons learnt will be identified and changes made to the testing process and risk assessment where needed. Changes to be communicated to all staff.</li> <li>• If there are repeated or similar issues these will be reported to the DfE Helpline.</li> <li>• Share learning with the DfE should contact be made.</li> </ul> <p>Individuals</p> <ul style="list-style-type: none"> <li>• If any immediate medical care is needed by staff members, this will be sought from the usual routes for seeking medical care through 111 or 999.</li> <li>• If there is a clinical incident which led or has the potential for harm, staff to be advised to report this on Coronavirus Yellow Card reporting site</li> <li>• For any non-clinical issues occurring in a home setting, participants to be advised to report any issues to 119 and inform the school (as above) Any other questions, concerns or reporting issues will be raised via the DfE coronavirus helpline on 0800 046 8687.</li> </ul> <p>Access to the data is restricted to the COVID Co-ordinator (and Registration Assistant). Data/records will be stored securely and not removed from school.</p>
<b>Polymerase Chain Reaction (PCR) testing</b>	PCR Testing for school staff and pupils	<p>Access to testing is already available to all staff and pupils.  <a href="https://nhs.uk/ask-for-a-coronavirus-test">nhs.uk/ask-for-a-coronavirus-test</a>  <u>Self-referral Portal</u></p> <p>From Friday 26<sup>th</sup> February 2021, essential workers who are self-isolating either because they or members of their household have coronavirus symptoms should book tests directly via the self-referral portal at <a href="https://www.gov.uk/get-coronavirus-test">https://www.gov.uk/get-coronavirus-test</a> and not through the Employer Referral</p>

		Portal. To ensure you receive a prioritised slot, essential workers should tick the relevant box on the self-referral portal to indicate their status
<b>Hygiene and Protective Measures</b>	Cleaning hands thoroughly and more often than usual	<p>This will be done using soap and water or hand sanitiser.</p> <p>We will ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> <li>○ when they arrive at the school</li> <li>○ when they return from breaks</li> <li>○ when they change rooms</li> <li>○ before and after eating</li> </ul> <p>We will incorporate time for cleaning hands in timetables or lesson plans.</p> <p>Frequent and thorough hand cleaning is now regular practice at JHSW.</p>
	Toys, resources and equipment being handled by children	<ul style="list-style-type: none"> <li>• Where possible, we will limit use of soft furnishings, soft toys and toys that are hard to clean, and position excess where it is safe to store it.</li> <li>• We will gradually increase the limited range of equipment/toys but ensure those that are chosen can be easily and regularly cleaned- weekly cleaning inventory</li> <li>• We will have a clearly defined list of agreed learning activities within the year group</li> <li>• Limited and regularly replenished malleable resources e.g play dough</li> <li>• No toys/items to be brought in from home unless it is a planned and agreed request from school staff</li> <li>• Book bags to be brought in daily</li> <li>• Reading books issued once weekly and brought to and from school daily</li> <li>• P.E. bags stored in cloakroom on children's pegs</li> <li>• Limited use of equipment on the playground (follow rota)</li> </ul>
	Cleaning frequently touched surfaces often using detergents and disposable or washable cloths	<ul style="list-style-type: none"> <li>• All surfaces, chairs, door handles etc. in classrooms to be cleaned each evening.</li> <li>• Cleaners to wear disposable gloves whilst doing so</li> <li>• Tables and surfaces to be cleaned before and after lunch</li> <li>• Toilets to be cleaned each evening. Disposable gloves to be worn whilst doing so</li> <li>• Bins to be emptied regularly and consumables checked</li> <li>• Sufficient supplies ordered to cover additional use</li> </ul>
	Contamination being caused by items being brought into school	<ul style="list-style-type: none"> <li>• Book bags and P.E. kits may be brought to school but no other items brought in unless agreed</li> <li>• Packed lunches from home to be stored on class trolley and only handled by child to whom it belongs</li> <li>• Bikes and scooters may be brought to school but are left at own risk – staggered entry and exit arrangements to mitigate children from different bubbles mixing.</li> <li>• No water bottles brought into school but water available at all times</li> </ul>
	Transport to school	<ul style="list-style-type: none"> <li>• Families will be encouraged to walk, cycle or scoot to school as risk is considered 'low'</li> </ul>
	Furniture, fixtures and fittings with the potential to become unhygienic	<ul style="list-style-type: none"> <li>• Removal of unnecessary items from the classroom</li> <li>• Keep doors open to prevent door handles being touched too often</li> </ul>
	Providing comfort to a distressed child	<ul style="list-style-type: none"> <li>• Guidance suggests that it is unnecessary to expect social distancing between young children within a bubble</li> <li>• No more comfort than is actually required</li> </ul>
	Minimising contact in toilet areas	<ul style="list-style-type: none"> <li>• Guidance suggests that it is unnecessary to expect social distancing between young children within a bubble, so best endeavours will suffice</li> </ul>

		<ul style="list-style-type: none"> <li>Limit the number of children within the toilet area at any one time</li> </ul>
	Changing nappies/providing intimate care	<ul style="list-style-type: none"> <li>Only staff within class 'bubble' should change nappies/support with toileting accidents</li> <li>Spare clothes to be kept within classroom along with necessary PPE (gloves and mask)</li> <li>Follow government guidance which states that usual PPE is satisfactory i.e. gloves and mask</li> <li>Best endeavours to follow social distancing guidance between adult and child</li> </ul>
	Ensuring good respiratory hygiene	<ul style="list-style-type: none"> <li>Children reminded of: use of tissue; disposal of tissue; sneezing into elbow</li> <li>The 'catch-it, bin it, kill it' approach will continue to be reinforced.</li> <li>Lidded bins available in every area of the school</li> <li>Adults assisting children to use tissue put gloves on before doing so. Dispose of gloves and tissue before thoroughly washing hands</li> </ul>
	Minimising contact in cloakroom areas	<ul style="list-style-type: none"> <li>Guidance suggests that it is unnecessary to expect social distancing between young children within a bubble, so best endeavours will suffice</li> <li>Limit the number of children within the cloakroom area at any one time</li> </ul>
	Maintaining social distancing in corridor areas	<ul style="list-style-type: none"> <li>Guidance suggests that it is unrealistic to expect social distancing between young children within a bubble, so best endeavours will suffice but bubbles will move separately and contact between them will be reduced as far as is practicable</li> <li>'Class bubbles' to move around the school as a group.</li> <li>If groups have to pass one another leading adult should stay to one side of the corridor and final adult to ensure all children follow accordingly</li> <li>Adults will wear face masks in areas and situations where social-distancing cannot be maintained</li> </ul>
	Administration of First Aid for minor injuries	<ul style="list-style-type: none"> <li>Use PHE flowchart to brief on PPE needed</li> <li>Only staff within class 'bubble' should administer minor injury first aid</li> <li>Any concerns regarding the administration of first aid should be communicated via internal phone system to school office</li> <li>First Aid kit within classroom to contain all necessary resources, including forms, to deal with all minor injuries.</li> <li>Follow government guidance which states that usual PPE is satisfactory i.e. gloves</li> <li>Call on designated first aider to deal with serious accidents or incidents</li> </ul>
	Administration of First Aid for major incidents/, injuries	<ul style="list-style-type: none"> <li>Use PHE flowchart to brief on PPE needed</li> <li>Use internal phone system to call on designated first aider to deal with serious accidents or incidents</li> <li>Green cross for all classrooms and outside learning spaces to be used if necessary</li> <li>In an emergency where urgent first aid is required an adult must, if possible, take the child to the medical room using the main corridor. The adult and child must stand 2m away from first aider and wait for the first aider to ask the child into the room or</li> <li>If you believe the child is showing symptoms of Covid 19 (persistent cough, temperature) an adult must take him/her to the Spare Classroom using the main corridor route. The adult and child must stand 2m outside the door and wait for the first aider to ask the child into the room</li> </ul>

	Maintaining suitably strict hygiene measures within 'class bubble'	<ul style="list-style-type: none"> <li>• Children to wash/sanitise hands on entering the classroom in the morning</li> <li>• Children to be supervised whilst washing their hands at regular points throughout the day, before and after eating and after using the toilet – in small groups</li> <li>• Children to wash their hands using warm water and soap for 20 seconds and to dry them thoroughly</li> <li>• Lidded bins within each hand sink area for the disposal of hand towels, tissues and other waste – double bagging, emptying as necessary and always at the end of the day</li> <li>• Provision of tissues in each classroom</li> <li>• Implement the 'catch it, bin it, kill it' approach in each classroom</li> <li>• Children to be encouraged where possible not to touch their faces or to put objects into their mouths</li> </ul>
	Maintaining suitably strict hygiene measures within school grounds	<ul style="list-style-type: none"> <li>• Hand sanitiser stations at the school entrance and key points within the school</li> <li>• Hand sanitiser stations signposted at classroom entrance/exit doors</li> <li>• Lidded bins in key locations for the disposal of tissues and other waste – double bagging, emptying as necessary and always at the end of the day</li> </ul>
	Uniform	<ul style="list-style-type: none"> <li>• Requirement for pupils to wear uniform and footwear in line with the Uniform Policy</li> <li>• Requirement for pupils to bring a P.E kit into school</li> <li>• Requirement for pupils to bring reading books in book bags daily</li> <li>• No requirement for anything other than normal personal hygiene and washing of clothes regularly</li> </ul>
	PPE/Face Coverings	<ul style="list-style-type: none"> <li>• Face masks/visors may be worn at any time by any pupil/member of staff who chooses to do so</li> <li>• Face coverings <u>should</u> be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).</li> <li>• School can provide face masks/visors to staff members</li> <li>• Children in primary school do not need to wear a face covering.</li> </ul> <p>These measures will be in place until Easter. As with all measures, we will keep it under review and update guidance at that point. Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).</p> <p>Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> <li>○ cleaning of hands before and after touching – including to remove or put them on</li> <li>○ safe storage of them in individual, sealable plastic bags between use</li> </ul> <p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p>

		<ul style="list-style-type: none"> <li>• Disposable gloves, face masks/and visors must be used when providing intimate care for children</li> <li>• Provision of first aid: <ul style="list-style-type: none"> <li>○ If asymptomatic, disposable gloves &amp; face mask</li> <li>○ If symptomatic: disposable glove, disposable apron, fluid resistant surgical mask and face/eye protection</li> </ul> </li> </ul>
	Caretaking and Cleaning	<ul style="list-style-type: none"> <li>• Caretaker available everyday</li> <li>• Caretaker may enter any rooms with children and adults in but must maintain a distance of 2 metres from adults and children and limit the amount of time spent in each room</li> <li>• When entering empty rooms that have been occupied by children, to wear gloves</li> <li>• Cleaners to clean each teaching room thoroughly at the end of the day</li> <li>• Teaching staff to ensure resources are wiped clean on a regular basis in line with individual class cleaning inventory</li> </ul>
Learning at School	Entry into school Exit from school	<ul style="list-style-type: none"> <li>• Staggered entry for each year group</li> <li>• All parents to be asked to walk to school where possible</li> <li>• Parents to be asked not to park by the school if they do have to drive.</li> <li>• One parent must bring each child and each must arrive in their allocated time slot and queue in a socially distanced manner adhering to ground markings</li> <li>• One staff member to stand at the designated entry door (fire door) for the class and admit one child at a time</li> <li>• Parents must remain at 2 metre distance from staff at all times</li> <li>• Parents to be told that children will need to walk independently as adults will not be able to take hands/ escort children in</li> <li>• Child to sanitise hands on entry, go straight into class, hang coat in the cloakroom, store book bag and participate in on entry activity until whole group has arrived.</li> <li>• There will be a staggered end to the day</li> <li>• Exit via morning entry door. Parents to queue in a socially distanced manner adhering to ground markings.</li> </ul>
	Attendance	<ul style="list-style-type: none"> <li>• School attendance is mandatory for all pupils from 8<sup>th</sup> March</li> <li>• Attendance register to be completed twice per day</li> <li>• Absence to be followed up</li> <li>• The usual rules on school attendance apply, including: <ul style="list-style-type: none"> <li>○ Parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)</li> <li>○ Ability to issue sanctions, including fixed penalty notices in line with LAs code of conduct</li> </ul> </li> <li>• Continue completing the daily data returns using the DfE portal</li> <li>• Children should attend every day</li> <li>• School to communicate with families of children living in households where there is severe anxiety about them returning to school –school to provide reassurance about the measures that are being put in place to reduce the risks in school.</li> <li>• Parents must understand that children should be in school unless a statutory reason applies</li> </ul>

	Group Size	<ul style="list-style-type: none"> <li>• Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group</li> <li>• Maximum of 30 children with 2 adults to support during lesson times</li> <li>• Maximum of 30 children with 1 Midday Supervisor</li> </ul>
	Minimising contact and mixing by altering, as much as possible, the environment and timetables	<ul style="list-style-type: none"> <li>• Each class to stay as a bubble throughout whole school day with children in each year group being cared for separately for the time they are in OOSC provision</li> <li>• Wendover Junior School pupils unable to attend OOSC provision until further notice</li> <li>• Adults supervising at lunchtime will be on the playground but may collect the children from the classroom</li> <li>• Whole class lessons may be taught by different adults. All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable or to cover for absent staff members or to provide non-contact time but wherever possible adults within a bubble will remain consistent</li> <li>• Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally two metres from other adults</li> <li>• Minimise number of interactions wherever possible</li> <li>• Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</li> <li>• Natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> <li>• To balance the need for increased ventilation while maintaining a comfortable temperature, consider: <ul style="list-style-type: none"> <li>○ opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>○ increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>○ providing flexibility to allow additional, suitable indoor clothing</li> <li>○ rearranging furniture where possible to avoid direct draughts</li> <li>○ Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul> </li> <li>• Class Bubble may be taught in the hall but movement around the school site should be kept to a minimum</li> <li>• KS1 Class Bubbles will use a designated playground area and a designated outdoor learning space. FS to use Learning Zones on a rota basis</li> <li>• Each classroom set up for max. 30 children</li> <li>• Children will sit at tables in groups of no more than 6</li> <li>• KS1 children may be allocated a table place but they may sit at any table in the room during the course of the day</li> <li>• Children may sit on the carpet but time spent on the carpet should be limited to 15 minutes at one time. A taped line on the carpet to prevent adult being too close to the children</li> <li>• Majority of the teaching in the classroom/outside to be completed 2 metres away from the group/individual.</li> </ul>



		<ul style="list-style-type: none"> <li>• Limit time spent in closer contact to children to maximum 15 minutes</li> <li>• Avoid face to face close contact wherever possible</li> <li>• Most soft furnishings will be removed from classrooms.</li> <li>• No assembly in the hall – all assemblies pre-recorded and virtual</li> <li>• Whenever possible open windows and doors in classrooms as ventilation reduced risk of virus transfer</li> <li>• Staggered lunch break times in separate areas of outdoor space with use of designated routes to avoid mixing of bubbles(see detailed timetable)</li> <li>• Lunches eaten in the dining hall with distancing between bubbles. Tables cleaned after each group.</li> <li>• Only classroom toilets to be used</li> <li>• No unaccompanied access to main school corridors for children unless they are changing reading books following the timetable for doing this</li> <li>• Late arrivals go to class via main entrance and then internal route</li> <li>• Lunch break staggered and in own area outside</li> <li>• Breaks supervised by Class bubble adults</li> <li>• Lunchtimes supervised by MDMS</li> <li>• No adults, other than those allocated to the bubble, should enter any area unnecessarily when there is a group of children present</li> <li>• Time spent on the carpet limited to 15 minutes at any one time</li> </ul>
	Timetable	<ul style="list-style-type: none"> <li>• The school day will be split into distinct sessions with a consistent timetable for each class in the year group although timings of activities may vary</li> <li>• Staff will take account of strict adherence to the staggered break and lunchtime rotas</li> <li>• There should be at least one story time each day</li> <li>• Each class bubble will be divided into two groups for the majority of the teaching time to allow for one group to be indoors and one outside using the allotted outdoor area for the group. The children within the two groups can change</li> <li>• The adventure trail will be out of use as it cannot be cleaned</li> <li>• PE supported by specialists, but they will socially distance at all times expecting teacher and support staff to manage all close contact with children that is required.</li> <li>• Any PE equipment used must not be shared between groups and must be cleaned before use by another group</li> <li>• Resources to be rotated must be cleaned meticulously or left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles</li> <li>• Virtual assemblies</li> </ul>
	Curriculum Coverage	<p>Priorities for teaching EYFS:</p> <ul style="list-style-type: none"> <li>• Prime areas of learning, including, communication and language, personal, social and emotional development and physical development including yoga</li> <li>• Outdoor learning</li> <li>• Teaching in groups and ensuring whole class teaching is kept to an absolute minimum until further notice</li> <li>• Assess and address gaps in language, early reading and maths, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary</li> <li>• Interventions using Covid Catch-Up funding</li> </ul>

		<p>Priorities for KS1</p> <ul style="list-style-type: none"> <li>• school routines, school rules, school values</li> <li>• teaching in groups and ensuring whole class teaching is kept to an absolute minimum until further notice</li> <li>• PSHE</li> <li>• Speaking and Listening</li> <li>• Individual Reading</li> <li>• Guided Reading</li> <li>• Writing</li> <li>• Maths</li> <li>• Science</li> <li>• Non-contact P.E/exercise– outdoor whenever possible</li> <li>• Sharing stories</li> <li>• Music, Art</li> <li>• Outdoor learning</li> <li>• Phonics</li> <li>• Handwriting</li> <li>• Reading books to be taken home/changed</li> <li>• Children will have their own exercise books, journals</li> <li>• Class Floor books</li> <li>• Group resources, area resources</li> <li>• Individual whiteboards and pens</li> <li>• Interventions using Covid Catch-Up funding</li> </ul> <p>Only Premier Education to provide internal/external extra-curricular clubs</p>
	Meeting needs	<ul style="list-style-type: none"> <li>• Opportunities for children to reconnect and rediscover</li> <li>• Opportunities for children to talk</li> <li>• Opportunities for one-to-one conversations with trusted adults where this may be supportive</li> <li>• Lessons on mental well-being or staying safe</li> <li>• Pastoral activities – renewing and developing friendships within peer group</li> <li>• Other enriching developmental activities linked to PSHE</li> </ul>
Learning at home	Learning for those who are unable to attend school due to legitimate circumstances e.g self-isolation, symptoms or a positive test result, close contact from test and trace etc.	<ul style="list-style-type: none"> <li>• Continue with home learning following the Remote Learning Policy, signposting to other online resources for additional activities – Oak Academy resources</li> </ul>
Eating & Playing	Snack times/ Lunchtimes	<ul style="list-style-type: none"> <li>• Snack times in classrooms or in designated outside space for ‘class bubble’</li> <li>• Fruit provided in all classrooms</li> <li>• Drinking water available in all classrooms</li> <li>• Cups washed by an adult wearing gloves</li> <li>• Staggered Y2 break times following rota provided – class bubble staff to supervise</li> <li>• Staggered lunchtimes following rota and protocol provided– MDMS supervising</li> <li>• Rota for lunchtime play equipment so multiple groups don’t use it simultaneously</li> </ul>

		<ul style="list-style-type: none"> <li>• Type of meal offered – hot lunch from 8<sup>th</sup> March with the School Meal Provider (Chartwells). Alternatively parents/carers can provide their own packed lunch.</li> <li>• Catering staff will occupy a specific area in the school. Boundaries and the need for physical distancing and hygiene will be explained to them on or before arrival</li> <li>• Caterers will follow the guidance for food businesses on coronavirus (COVID-19).</li> <li>• Maintaining distancing at playtimes (no contact) wherever possible and introduce non-contact activity ideas</li> <li>• Access to drinking water for all ‘class bubbles’</li> <li>• No water fountains will be in use</li> </ul>
<b>SEN</b>	Support for pupils with EHCP	<ul style="list-style-type: none"> <li>• Individual plans for all EHCP children, SEN support children, shared with parents</li> <li>• Provide appropriate support for children with SEN by deploying staff to work with them in different classes or year groups</li> <li>• Prepare a plan for each on top of normal provision, e.g where will they go if they need time out of class so that they do not mix with others. This should be an outside space if possible.</li> <li>• Other strategies to support them whilst they remain in their group</li> <li>• External intervention areas or 1:1 interventions to be completed in an agreed area for the class bubble</li> <li>• Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. They can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role.</li> </ul>
<b>Safeguarding</b>	KCSiE	<ul style="list-style-type: none"> <li>• Regular contact with any extremely clinically vulnerable children who are not returning to school – all year groups</li> <li>• COVID 19 addendum to Child Protection Policy</li> <li>• There will always be a DSL in the building (in the event of illness, staff will be informed of cover arrangements).</li> <li>• Discuss concerns face to face with a DSL maintaining appropriate social distancing</li> <li>• All concerns to be recorded as usual and Concerns folder passed to DSL in a socially distanced manner</li> <li>• DSL or Additional DSL always available on site</li> <li>• Telephone calls to families if needed</li> <li>• Individual support plans around the family, working alongside other agencies as appropriate</li> <li>• Identify appropriate signposting agencies e.g. bereavement, family support</li> <li>• Staff points of contact for parents communicated</li> </ul>
<b>Health &amp; Safety</b>	Emergency Evacuation	<ul style="list-style-type: none"> <li>• Fire practice to be conducted in second half of Spring Term</li> </ul>
	Emergency lockdown	<ul style="list-style-type: none"> <li>• Staff to remind themselves and pupils of what to do if intermittent fire bell is heard</li> <li>• Practice in second half of Spring Term</li> </ul>
	Minimising contact with individuals with symptoms or who have family members who have symptoms	<ul style="list-style-type: none"> <li>• Revised Home School Agreement to insist that children only attend if symptom free and all family too</li> </ul>

	Cleaning products /cleaning materials in classrooms	<ul style="list-style-type: none"> <li>All cleaning products that need to be stored in the classroom must be kept away from children in designated cupboards</li> </ul>
	Buildings and grounds checks	<ul style="list-style-type: none"> <li>Regular checks to be carried out daily and any issues brought to the immediate attention of Head Teacher or caretaker</li> </ul>
	Cleaners, deliveries and contractors	<ul style="list-style-type: none"> <li>Contractors, delivery drivers, as well as cleaning staff on site who will be working throughout the school will be informed about the school's control measures and ways of working. Site guidance on physical distancing and hygiene will be explained on or before arrival. Where visits can happen safely outside of school hours, they will be organised accordingly.</li> </ul>
<b>Shared areas of the school</b>	Corridors	<ul style="list-style-type: none"> <li><u>Staff must ensure social distancing between each other at all times</u></li> <li>Those staff not on the timetable to be supervising a class must stay out of classroom bubbles and only go into shared areas of the school building</li> <li>The main school corridor is out of bounds to all children and staff engaged in face to face teaching except for specific purposes: travelling to or from dining room, staff comfort breaks, accessing first aid support; an emergency where the health and safety of a child or adult is in imminent danger</li> <li>Any Y2 pupils will be led to the playground at their allotted playtime by their bubble staff via the corridor.</li> </ul>
	Offices	<ul style="list-style-type: none"> <li>Staff must ensure social distancing between each other at all times</li> <li><u>There should be no unauthorised entry to any office</u></li> <li><u>Only authorised individuals should enter the school office bubbles while Emma/Sue M/Jigna are in there unless it is an emergency</u></li> <li><u>Only authorised individuals may photocopy whilst Emma is in the office</u></li> <li>Photocopying requirements should be pre-planned and left in the trays outside the school office for Emma to complete</li> <li>Anything that is sent to the office printer will be placed in a tray outside the office so staff will need to look through this tray to find their printing – do not go into the office.</li> <li>If Emma is not in the office, the photocopier in the front office is screened off and control panel must be wiped after use</li> <li>No-one, other than designated users must use the main office computer or computers in any other office</li> <li>Computers in the staffroom must be wiped down after use</li> <li>Office staff to wipe down computers and work stations at the end of the day</li> <li>If you require resources of any sort from the offices, phone and ask for what you need. The resources will be placed upon tables outside for collection</li> </ul>
<b>Visitors</b>	Visitors and appointments	<ul style="list-style-type: none"> <li>No external visitors to the school during school hours unless they can meet/work in a socially distanced way and they agree to hygiene measures</li> <li>Contractors visits to be organised outside school hours wherever possible</li> <li>No parents should enter the school building. If parents need to contact the school they should phone or email.</li> <li>Any internal meetings between staff/governors should take place at a safe distance</li> <li>A record will be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</li> </ul>

	Parents	<ul style="list-style-type: none"> <li>• No access to school buildings for parents unless there is a critical emergency with their child. They must speak through the glass to staff to explain nature of enquiry</li> <li>• If there needs to be exchange of items, parent to place it on the floor and step away. Staff to wear gloves to pick up items if they wish.</li> <li>• Children arriving late must enter through the front entrance and leave their parent/carer outside – a member of staff will let the child into the school. By doing so parents will be adhering to 2 metre social distancing outside the building. They must say goodbye to the child before they can be admitted</li> </ul>
OOSC	Breakfast Club and After School Club	<ul style="list-style-type: none"> <li>• Operating for pupils of JHSW only</li> <li>• Children to be cared for in Year Group Bubbles but zoned so class members stay together</li> <li>• Parents to be informed in September that creating Year Group Bubbles will involve merging children from the class bubbles</li> <li>• Separate Risk Assessment</li> </ul>
CONTINGENCY	Cases of Covid-19 rise in local area and public protection advise partial or whole school closure	<ul style="list-style-type: none"> <li>• School reverts to level 3 or 4 of plan – bubbles of 15 or only open to key worker children applying previous measures and previous risk assessment will apply</li> <li>• Revised remote learning policy implemented</li> </ul>