



Priory School

September 2020 Returning to School Protocol and Procedures

January 2021 – national lockdown and closure to the majority of pupils

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

Systems of Control	Action
<p><i>Prevention</i></p> <p>1. Awareness of policies and procedures</p>	<ul style="list-style-type: none"> • All staff and volunteers are aware of all relevant policies and procedures, including, but not limited to, the following: <ul style="list-style-type: none"> - Health and Safety Policy - COVID 19 operations risk assessment - Returning to school document (updated Jan21) - First Aid Policy - Behavioural Policy - Staff Handbook with Coronavirus (COVID-19) additions • Pupils are supported to understand and follow the relevant school policies and procedures, including, but not limited to, the following: <ul style="list-style-type: none"> - Health and Safety Policy - COVID 19 operations risk assessment - Returning to school document (updated Jan21) - First Aid Policy - Behavioural Policy • All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> - The Health Protection (Notification) Regulations 2010 - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 - Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

	<ul style="list-style-type: none"> - DfE (2021) 'Actions for schools during the coronavirus outbreak' - [Early years settings] DfE (2021) 'Actions for early years and childcare settings during the coronavirus (COVID-19) outbreak' - DfE and DHSC (2021) 'Mass asymptomatic testing: schools and colleges' <ul style="list-style-type: none"> • Staff receive any necessary training on measures that have been implemented that are relevant to their role, e.g. infection control and pupil wellbeing. • The school keeps up-to-date with advice issued by, but not limited to, the following: <ul style="list-style-type: none"> - DfE - NHS - PHE - Department of Health and Social Care - The school's local health protection team (HPT) • All staff, volunteers, parents, pupils, visitors and contractors are made aware of relevant infection control procedures and social distancing arrangements via email. • Pupils are made aware of the measures that are in place, e.g. infection control and behaviour expectations, via various methods, including visual aids around the school and reminders from staff. • The site manager conducts a review of all supplier and contractor arrangements to ensure they are appropriate for the school's current operations. • The SLT reviews relevant school policies to ensure they account for new provisions.
<p>2. Heating and ventilation</p>	<ol style="list-style-type: none"> 3. The relevant staff adjust any thermostats to heat internal spaces and water, ensuring a suitable stable temperature is maintained. 4. Where heating has been switched off or energy supplies for heating have been isolated, a suitably trained individual switches them back on, as required. 5. The site manager checks that all ventilation systems, including fume extraction systems, are in working order and that there are no blockages present in external or internal vents. 6. All ventilation systems remain energised in normal operating mode. 7. Where mechanical ventilation is used, recirculatory systems are adjusted to full fresh air where possible. 8. Ventilation to chemical stores remain operational. 9. Where possible, the windows of occupied rooms are open. In cold weather, where this causes issues with thermal comfort, the following mitigations are put in place where possible:

	<ul style="list-style-type: none"> a. Classrooms are rearranged to minimise the discomfort caused by draughts from open windows, e.g. by moving desks and chairs b. High level windows are opened in preference to low level to reduce draughts c. Ventilation is increased while the space is unoccupied, e.g. during break- and lunchtimes
<p>3. Lifts</p>	<p>Lifts are only used by one individual at any one time to ensure social distancing can be maintained. The site manager checks that lifts and automatic doors are in working order. The site manager ensures that that any mandatory inspections for lifts, and automatic doors are up-to-date and arranges any required inspections as soon as possible</p>
<p>4. 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>	<p>Essentially this section remains the same during closure – the reporting of cases has changed – we need to keep a record of reported cases and liaise with PHE when cases rise above 5.</p> <p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 10 days, <u>they are not to attend school</u>. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the autumn term.</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a fluid-resistant surgical face mask should be work by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be work by the supervising adult. If a risk assessment determines that there is a high 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>The designated isolation space is as follows:-</p> <p>The Hub (by the Inclusion Team office)</p> <p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 14 days</p>

	<p>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.</p> <p>Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.</p> <p>Cases of COVID-19 should be reported to PHE Thames Valley Protection Team, Chilton, OX11 0RQ, telephone: 0344 225 3861 option 1 to 4 depending on area than option 1. Out of hours for health professionals only: 0844 967 0083.</p>
<p><i>Prevention</i></p> <p>5. Clean hands thoroughly more often than usual</p>	<p>These procedures remain relevant during Lockdown</p> <p>Adults and children are to wash their hands on the following occasions:</p> <ul style="list-style-type: none"> - Entry to school - Before/after break times - Before lunch - When they change rooms - After PE lessons - Before leaving school - Anytime that they visit the toilet or cough/sneeze into their hands. <p>Handwashing facilities are available in all classrooms and additional hand sanitizer pumps have been stationed at appropriate points in school i.e. outside the entrances to the dining hall, at the reception desk for visitors and staff upon arrival and the photocopying areas for increased hygiene.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year during ‘soft’ opening 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 behavior expectations.</p>
<p><i>Prevention</i></p>	<p>These procedures remain relevant during Lockdown</p>

<p>6. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p>	<p>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 lidded binds in each classroom and hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks, This is not a reason to deny these pupils face-to-face education.</p>
<p><i>Prevention</i> 7. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	<p>These procedures remain relevant during Lockdown</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 basket. It will be stored appropriately within the classrooms.</p> <p>Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</p>
<p><i>Prevention</i> 8. 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. Priory School 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>Grouping the Children During the school closure we intend to continue to keep ‘bubbles’ so that we can minimize contact and the mixing between people to reduce the transmission. However, to enable us to keep the school open to keyworker children and vulnerable pupils we may need to seek cover from elsewhere in the school or external agency. In the event we are struggling to maintain safe levels</p>

of supervision we may need to close a bubble or the school. In the event of this situation we will seek advice from PHE, the local authority and the decision will be made with the chair of governors.

There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.

The DfE guidance reads as follows:

“In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their systems of controls and increase the size of these groups.”

In order for school to offer a curriculum that is best-placed to support ‘catch-up’ our bubbles will need to be in year groups. The reasons for this are as follows:-

- All children will be able to be considered for catch-up interventions now that teaching support can work across year groups. There would not be enough adults to support individual class bubbles.
- Our curriculum structure is based on year groups and the sharing of resources and equipment to facilities this. There would not be enough resources to support a broad curriculum if we used individual class bubbles.
- We can deploy staff internally to cover PPA/management time within a year group bubble model. If we were in class bubbles, we would need to buy in a supply teacher (no guarantee of bubble integrity therefore a last result).
- Staggered entry/exit times and break/lunch times can be managed more effectively in year group bubbles.

Within the government guidelines, it recognizes that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum.

- The school assesses the ability of pupils with SEND to follow social distancing procedures, and additional measures are put in place if they require extra support to follow these measures.
- Pupils’ EHC plans are provided as normal.

Measures within the classroom

These procedures remain relevant during Lockdown

Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another.

Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible.

Classrooms need to be adapted to support distancing where possible. In Nursery and Reception, where horseshoe tables are used, children will be encouraged to sit at tables in small groups. In Years 1 to 6, tables will be positioned so that children face the front of the class and sit side-by-side not facing one another nor side on. Classrooms will be prepared as such ready for September.

Measures elsewhere

These procedures remain relevant during Lockdown

There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to year group assemblies. Children will be required to distance during these assemblies rather than lining in tight rows. Where possible, efforts will be made to have virtual assemblies through Teams. Children are not to sing during assembly.

Use of the staff room should be minimal. The staff room will remain open to adults, however strict social distancing must be in place. Tables and chairs have been placed in order to ensure this and so they should not be moved. Whilst we understand that it is important for your own wellbeing that you see colleagues please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms.

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

School Day

Resource - 8:30 - 3pm

Nursery - 8:30 - 11:30 and 12:30 - 3:30pm

All other year groups - 8:45am - 3:15pm

The gates will open just before 8:30am and will be locked at 8:50am. Please make sure your children are in by this time.

At the end of the day the following gate schedule will be:

Gates 1 and 2 - opened just before 3pm and closed at 3:20pm.

Gates 4 and 5 - opened just before 3pm and closed at 3:40pm.

Parents are asked to wear a mask on school site.

All other procedures follow the original plan

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 should arrive on site for the earliest drop off and then walk to the next pick up point where their children will be met in the classroom. Parents will be asked to drop off and leave, rather than remain on school grounds.

Given that the external school gates will be open at 3.00 pm, no children will be allowed outside at that point and must have returned to their classrooms.

Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. 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 by emailing office@prioryschool.com or by phoning 01628 600300 if they have queries about the day or to make a phone appointment.

The school office is not to be accessed by parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email. All visitors, except those visiting to meet with pupils, will be required to wear a face mask when on site.

Any homemade non-disposable face coverings that staff or children are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. Disposable face-coverings must be placed in a lidded bin. The wearer must then clean their hands.

Other considerations

These procedures remain relevant during Lockdown

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 the school procedures and they must adhere to them.

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

A record of all visitors must be kept to support NHS Test and Trace.

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

Shared resources, like art/science/library books should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe.

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

	<p>Pupils should not bring anything additional from home. 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 now take books home (and return them freely) to assess or use to support planning etc. This is also true of library books.</p> <p>Pupils whose behaviour is purposefully contrary to the social distancing measures in place are managed in line with the Behavioural Policy.</p> <p>Parents are informed of the social distancing rules they must follow on or near the school premises, e.g. not congregating outside the school when waiting to pick up their children.</p>
<p>Prevention 9. Where necessary wear appropriate personal protective equipment (PPE)</p>	<p>Staff are asked to wear visors when moving around the school, and full PPE (mask, visor, gloves) if they cross into another bubble. Staff may choose to wear a mask/ visor if they wish.</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"> - Face masks - Aprons - Gloves - Face Shields (limited quantities) <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p> <p>In tier 1 areas only The headteacher assesses whether visitors and staff need to wear face coverings where social distancing is difficult, e.g. in corridors and staff rooms.</p> <ul style="list-style-type: none"> • In tier 2, 3 or 4 areas only Face coverings are required to be worn by staff and visitors when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. • Individuals are provided with clear instructions on how to put on, remove, store and dispose of face coverings. This should include instructions to:

	<ul style="list-style-type: none"> - Clean hands before and after touching a face covering. - Store face coverings in individual, sealable plastic bags. - Avoid wearing damp face coverings.
<p><i>Response to any infection</i> 10. Engage with NHS Test and Trace</p>	<p>These procedures remain relevant during Lockdown</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.</p> <p>If school thinks that the family of the symptomatic child/adult is unlikely to book a test appropriately, we will provide a home testing kit. We should receive these before the start of the autumn term and they will be stored in the Covid-19 Medical Room. Given the potential low numbers of kits, they will only be issued with the agreement of either HG or CO.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or negative result.</p> <p>If the test result is negative, the child can return to school assuming they would do so under normal circumstances.</p> <p>If the test result is positive, the child and family need to follow the ‘stay at home’ guidelines. https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection).</p>
<p><i>Response to any infection</i> 11. Manage confirmed cases of coronavirus</p>	<p>The reporting of cases has changed – we need to keep a record of reported cases and liaise with PHE when cases rise above 5.</p> <p>All other procedures remain relevant.</p> <p>School should contact the local health protection team:</p>

	<p>PHE Thames Valley Protection Team Chilton OX11 0RQ Tel: 0344 225 3861</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 bubbles to support the contact tracers.</p> <p>School will inform parents of the infection, according to the flowchart, 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 the remainder 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>Priory School will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>
<p><i>Response to any infection</i> 12. Contain any outbreak by following local health protection team advice</p>	<p>The reporting of cases has changed – we need to keep a record of reported cases and liaise with PHE when cases rise above 5.</p> <p>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 would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in a bubble lockdown, a school closure or/and a mobile testing station being established in school.</p> <p>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>Transport There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> • By dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only. • By public transport services, we mean routes which are also used by the general public. 	<p>These procedures remain relevant during Lockdown</p> <p>Dedicated school transport Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply for the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still, i.e. good hand hygiene and distancing where possible.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p>Wider public transport Children should not attend trips or visits if they are required to use public transport to get there.</p>
<p>Attendance 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 pandemic on children's education, wellbeing and wider development</p>	<p>Attendance procedures have changed. It is expected that all vulnerable pupils will attend school, however, if their parents choose not to send them to school we would authorize this leave as exceptional circumstance (code: C) The school is also open to children of critical keyworkers but if they too choose to keep their child at home we will record their absence as exceptional circumstance (code C)</p> <p>All other children who are expected to stay at home will be recorded under code X. However, the school must keep a record of pupil engagement to home learning. Therefore, we are asking teachers and parents to work together to communicate the engagement of each pupil.</p>

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

Attendance expectations

School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.

School will re-establish attendance routines as before, i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.

Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority's code of conduct).

Pupils who are shielding or self-isolating

If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. Priory School will support those parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.

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

Pupils and families who are anxious about returning to school

If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via a Teams meeting.

Those pupils are to be identified by school and will receive support from the Inclusion Team in order to ensure they return to school as quickly as possible.

School Workforce

Staff who are clinically vulnerable or extremely clinically vulnerable should shield during this lockdown period. These staff members will have received a shielding letter.

Staff who are clinically vulnerable or extremely clinically vulnerable

Priory School has planned to follow the full measures within the guidance, therefore all staff will return to the workplace as normal.

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

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

Deploying support staff and accommodating visiting specialists

As per government guidance, HLTAs or TAs may be deployed to lead groups or cover lessons under the direction and supervision of a qualified teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.

Supply teachers and other temporary or peripatetic teachers

Supply teachers will be used as a last resort to cover classes, however, if required they will need to maintain stringent distancing.

Likewise, sports coaches and peripatetic teachers will be permitted to teach various groups of children assuming that they are able to follow stringent distancing too. 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.

Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave.

Safeguarding

All safeguarding measures are relevant and in place for a lockdown situation

Strategies such as

- **Check ins with vulnerable families**

	<ul style="list-style-type: none"> • Lunches are being physically dropped off to families • Engagement registers are being analysed and calls home when it is identified that a child is not engaging with remote learning • Staff training and reminders about what to do if they are concerned about the welfare of a child • Liaison with social workers. <p>All existing pre-covid safeguarding measures will return as normal.</p>
<p>Catering</p>	<p>The catering team are providing a packed lunch that will be delivered to all FSM families. The pupils in school will receive the usual hot meal.</p> <p>The expectation is that the school kitchen will be fully open in Autumn term and will return to a full menu.</p>
<p>Lunch and break times</p>	<p>These procedures remain relevant during Lockdown</p> <p>Nursery, Resource and Reception will eat their lunch in their classrooms, Y1-Y6 will continued to use the school hall. Tables and chairs will need to be cleaned both before and after use.</p> <p>A rota will be drawn up to ensure that only members of staff within appropriate bubbles will supervise their bubbles at break times. Children will stay with their bubbles to avoid any cross-contamination.</p> <p>Timings of the lunchtimes will be staggered, as will break times:-</p> <p>Break times: Year 1 am - 10.15 am - 10.30 am Year 1 pm - 2.15 pm – 2.30 pm Year 2 - 10.30 am – 10.45 am Year 3 - 11.00 am – 11.30 am Year 4 - 11.00 am – 11.30 am Year 5 - 10.45 am - 11.15 am Year 6 - 10.45 am – 11.15 am</p> <p>Lunch times: Nursery - 11.30 am – 12.30 pm Reception - 11.30 am – 12.30 pm Year 1 - 11.45 am – 12.45 pm Year 2 - 12.00 pm – 1.00 pm</p>

	<p>Year 3 - 12.15 pm – 1.00 pm Year 4 - 12.30 pm – 1.15 pm Year 5 - 12.45 pm – 1.30 pm Year 6 - 1.00 pm – 1.45 pm</p> <p>Staff who are required to help supervise the children whilst they eat and wish to claim a staff duty meal will need to eat their meal with the children.</p>
Estates	<p>These procedures remain relevant during Lockdown The Site team will conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>Teachers need to ensure that classrooms have good ventilation (open windows and doors).</p>
Educational Visits	<p>These procedures remain relevant during Lockdown In line with DfE instructions there will be no overnight school trips.</p> <p>School trips are permitted to resume however the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance.</p>
Wraparound Care	<p>In the present climate we are not able to offer wrap around care because it would compromise our health and safety arrangements.</p> <p>Wraparound care is permitted to continue. Children attending wraparound care will ideally need to be kept in separate year bubbles, however, that might not be possible due to space and limited staff numbers and children attending therefore children will need to remain in small consistent bubbles, observing very good hand hygiene.</p>

Section 3: Curriculum, behavior and pastoral support

Aspect of School	Action
<p data-bbox="163 188 551 225">Curriculum expectations</p> <p data-bbox="163 256 551 392">The key principles that underpin government advice on curriculum planning are:</p> <p data-bbox="163 424 551 695">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 data-bbox="163 727 551 967">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 data-bbox="163 999 551 1302">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 data-bbox="573 188 2069 300">These procedures remain relevant during Lockdown, however, they may look a little different. We will endeavor to provide a full and challenging curriculum, robust assessment checks and pastoral support.</p> <p data-bbox="573 331 1917 403">At Priory School we will utilise the Jigsaw ‘recovery curriculum’ through PSHE addressing the 5 levels – Relationships, community, transparent curriculum, metacognition and space.</p> <p data-bbox="573 435 2029 507">We will apply our curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time, with additional intervention for those year groups that have less time to ‘catch up’.</p> <p data-bbox="573 539 2051 611">Maths curriculum: The school uses the White Rose curriculum and resources. White Rose have already taken this into account and have built in missed learning throughout the year.</p> <p data-bbox="573 643 2063 738">English curriculum: As part of our recovery curriculum we are planning a unit around a whole school text. The intention is to engage and hook children in with an exciting text and support their return to school with a community project.</p> <p data-bbox="573 738 1984 778">Ongoing assessment will identify gaps in learning and teachers will plan these across all areas of curriculum.</p> <p data-bbox="573 778 1951 850">These assessments may look a little different during lockdown – however, we will be using assessment systems to keep track of learning and progress.</p> <p data-bbox="573 882 2040 1018">During this period, children will be given time and space to re-settle back into school and re-establish the expectations of the routines and boundaries in school to ensure positive behaviour for learning. Time will also be given to remind children of the school’s core values which are team work, effective communication, positivity, professionalism, trust, creativity, flexibility and respect.</p> <p data-bbox="573 1050 2040 1185">At Priory we will have a graduated response to holistically supporting every child. Wave 1 will focus on the universal messages including quality first teaching, White Rose adapted curriculum, the National Curriculum map and Jigsaw Recovery Curriculum. Wave 2 will focus on enhanced measures of procedures already in place and Wave 3 will outline targeted support and specialist intervention.</p> <p data-bbox="573 1217 2074 1289">We will return to the normal teaching of all subjects in the autumn term. Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys.</p> <p data-bbox="573 1321 2074 1393">Remote education has been updated to ensure a high quality of learning is offered to our pupils. We offer 2 live teaching sessions every day:</p>

Teams Daily Welcome Sessions

Resource - 8:30am
Reception – 9:00am
Nursery - 11:30am
Year 1 – 8:45am
Year 2 – 9:15am
Year 3 - 9:45am
Year 4 – 10:15am
Year 5 – 10:45am
Year 6 – 11:15am

Additional Live Lessons

Year 1 – 12:00pm
Year 2 – 12:35pm
Year 3 – 1:10pm
Year 4 – 2:55pm
Year 5 – 2:20pm
Year 6 – 1:45pm

Remote education will become a focus in the sense that we will have a remote learning plan that will be shared with children and parents so that they are familiar with the set up should we go into another lockdown.

The Relationship and Sex Education element of our 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.

Mental health and wellbeing

- The SLT nominates a lead member of staff to receive training as part of the Wellbeing for Education Return programme, who can then disseminate the learning and practice to staff and pupils within the school.

	<ul style="list-style-type: none"> • Staff are vigilant in discerning pupil mental health and report any concerns to the Inclusion team • The school provides opportunities for pupils to talk about their mental health and experiences during the pandemic. • Pupils have access to pastoral support and activities, e.g. opportunities to renew and develop friendships. • Pupil and parent surveys are sent out to assess how they feel about being on the school site and to enable staff to act on any concerns pupils and parents may have. • Staff surveys are sent out to assess how they feel about being on the school site and enable the SLT to act on any concerns staff and volunteers may have. • The SLT discusses the implications on staff and pupil workload and puts a plan in place to minimise the risk of stress. • <u>The headteacher and the SENCO</u> identify pupils with additional needs and put provision in place to ensure their needs are adequately and safely met, e.g. the relevant staff are available. • Teachers and the SENCO work together to ensure pupils with SEND are prepared for changes to their routine. • The headteacher and DSL ensure provision is in place to help protect wellbeing and mental health, and ensure all staff, volunteers and pupils have access to psychological support. • The DSL ensures that adequate pastoral care is in place to support pupils and staff who require it. • The school engages with local immunisation providers to ensure immunisations programmes can be provided on site in line with the relevant protective control measures. • Safeguarding issues are managed in line with the Child Protection and Safeguarding Policy. • Staff and pupil bereavement is managed in line with the Bereavement Policy.
<p>Specific points for early years foundation stage (EYFS) to key stage 3</p>	<p>These procedures remain relevant during Lockdown</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. For nursery settings and Reception, 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>Early years settings: Any confirmed cases are reported to Ofsted as soon as possible, through the usual notification channels.</p> <p>Early years settings: Changes to the setting's operating circumstances are communicated to Ofsted via email.</p> <p>Early years settings: The school assesses the ability of early years pupils to follow social distancing procedures, and additional measures are put in place if they require extra support to follow these measures, e.g. telling stories to support them in understanding how to follow rules.</p>
Music	<p>Music lessons will be provided to all children, remotely.</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 will need to be made.</p>
PE	<p>PE lessons will be provided to all children, remotely.</p> <p>PE lessons are still to take place. Where possible, they are to take place as transmission of the disease is reduced in the outdoors.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>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>
Pastoral Support	<p>These procedures remain relevant during Lockdown, however, they may look a little different. We will endeavor to provide a full and challenging curriculum, robust assessment checks and pastoral support.</p> <p>Priory School has a graduated response to supporting all children holistically. The Inclusion 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 Deputy Headteacher in charge of the Inclusion team is to be informed so that specific interventions can take place. All members of the Inclusion Team will need to ensure they distance appropriately during meetings (outside preferably) given that they will be required to work across bubbles.</p>
<p>Behaviour Expectations</p>	<p>These procedures remain relevant during Lockdown – all pupils with an EHCP will have updated risk assessments.</p> <p>The current approved Behaviour Policy and coronavirus amendment will still apply.</p> <p>During September, expectations of behaviour will be revisited and school’s values 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>Protecting clinically vulnerable individuals</p>	<ul style="list-style-type: none"> •[Schools in tier 4 areas only] Clinically extremely vulnerable pupils do not attend on site provision. These pupils are provided with remote education. •[Schools in tier 4 areas only] Clinically extremely vulnerable staff are supported to work from home. If the staff member is unable to work from home, they will not be required to come to school. Clinically extremely vulnerable staff continue to be paid on their usual terms. •[Schools in tier 1, 2 and 3 areas only] Clinically extremely vulnerable pupils continue to attend on site provision, unless they have been advised by their GP or clinician to not attend. •[Schools in tier 1, 2 and 3 areas only] Clinically extremely vulnerable staff continue to attend school, unless they have been advised not to by their GP or clinician. •[Schools in tier 3 areas only] Clinically extremely vulnerable staff have discussions with their line managers about the flexibilities that can be put in place to support them. •Pupils and staff who live with someone who is clinically extremely vulnerable or clinically vulnerable still attend school. •A separate risk assessment is carried out for pregnant staff. •Pregnant staff of any gestation are not required to continue working on site if this is not supported by the separate risk assessment. •Staff who are 28 weeks pregnant and beyond, or are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from coronavirus at any gestation, are supported to take a more precautionary approach. •The school ensures pregnant staff are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable. •The relevant staff liaise with the parents of pupils who are deemed more vulnerable to infection and discuss any alternative arrangements, where required. •Line managers hold discussions with staff who are deemed more vulnerable to infection and put any alternative arrangements in place.

	<ul style="list-style-type: none"> •The SLT considers requests made by staff who wish to make changes to their working environment or working hours in the interest of health and safety. <p>The headteacher ensures that the school can be adequately and safely staffed.</p>
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Section 4: Assessment and accountability

Aspect of School	Action
Primary Assessment	<p>All statutory assessments have been cancelled.</p> <p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <ul style="list-style-type: none"> • the phonics screening check • key stage 1 tests and teacher assessment • the year 4 multiplication tables check • key stage 2 tests and teacher assessment • statutory trialling <p>Priory School 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
A local outbreak	<p>In a National Lockdown as of January 2021</p> <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>
Remote education support	<p>These procedures remain relevant during Lockdown and have been updated in line with new guidance</p> <p>Priory School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.</p>

	<p>Our immediate response will be the following: -</p> <ul style="list-style-type: none"> • Children are to take home their individual stationery packs and their current exercise books. • Children will be able to take photos of their learning and email them to the class teacher so that teachers can monitor progress and offer supportive feedback if appropriate. <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning.</p> <p>Children will receive home-learning packs (either online or paper-based) to complete. Efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household.</p> <p>The principles for delivery will be as follows:</p> <ul style="list-style-type: none"> • Children will receive learning opportunities for a range of subjects each week • Learning will be sequenced as per our current curriculum model • Teachers will provide written explanations and some video or verbal explanations to support the learning. • Teachers will provide paper based tasks, online tasks, emailed tasks • Children will have exercise books for emailed tasks. • Positive feedback will be provided to those children who email photos of work or send attachments to teachers via email.
<p>Access to learning</p>	<p>These procedures remain relevant during Lockdown and have been updated in line with new guidance</p> <ul style="list-style-type: none"> •Parents are informed that the usual rules on school attendance apply – this means parents have a duty to ensure that their child attends regularly. •The attendance register is taken as normal and absences are followed up, in line with the Attendance and Absence Policy. •Where a pupil is unable to attend the site because they are complying with clinical and/or public health advice, they are offered access to remote education immediately. •Where a pupil is unable to attend school due to their parents following clinical and/or public health advice, their non-attendance is not penalised. •Any concerns from staff, parents and pupils about being on school site are discussed between appropriate individuals.

	<ul style="list-style-type: none"> •Pupils who are reluctant or anxious to attend school are identified and relevant staff members develop plans to reengage these pupils. •The school uses the additional catch-up funding, as well as existing pastoral and support services, resources and funding, to put in place measures for those families who need additional support to secure pupils' regular attendance. •Staff and pupils who have returned to the UK from foreign countries within the last month complete the necessary quarantine period, as outlined in the government's guidance, before attending school. •The headteacher and curriculum leaders work with teaching staff to identify curriculum priorities and ensure a plan is in place to provide adequate learning material. •The headteacher and curriculum leaders identify what provision can be reasonably provided for pupils with EHC plans. •A separate risk assessment is conducted to identify what additional support pupils with EHC plans require to make a successful return to education. •Where appropriate, pupils with EHC plans and their parents are involved in the planning for their return to school. •The headteacher and curriculum leaders work with teaching staff to ensure education can continue to be delivered to all pupils who are learning remotely, e.g. those sent home to self-isolate as a precaution. •KS1: The headteacher ensures that pupils taught remotely in KS1 are set work that as a minimum covers three hours a day on average. •KS2: The headteacher ensures that pupils taught remotely in KS2 are set work that as a minimum covers four hours a day. •Teachers consider how to support the educational needs of disadvantaged pupils and pupils with SEND. •Significant gaps in pupils' knowledge are identified and addressed to help meet the aim of a return to the school's normal curriculum by Summer term 2021. •The government's catch-up funding is utilised to ensure pupils receive the support they need to catch-up on learning lost due to the coronavirus pandemic.
<p>Extra-curricular activities and wraparound provision</p>	<p>Current guidance wishes schools to offer wraparound care, however, at the moment we cannot safely staff or manage a wraparound service. We will continue to monitor this situation.</p> <ul style="list-style-type: none"> • The SLT determines whether before- and after-school clubs can take place. • Before- and after-school clubs are not made available to pupils if doing so would put them at an increased risk of contracting coronavirus. • A reduced number of pupils per session attend before- and after-school clubs – groups contain no more than 15 pupils. • Clubs are run in line with protective measures, e.g. keeping pupils in their bubbles where possible.

	<ul style="list-style-type: none"> • [Early years settings] Where wraparound provision is provided for children over the age of five, children are kept in small consistent groups as far as possible. • [Early years settings] Where wraparound provision is provided for children both under and over the age of five, as far as possible, children are kept in small, consistent groups of no more than 15, irrespective of their age.
Communication	<ul style="list-style-type: none"> • The headteacher contacts the DfE’s advice helpline for specific recommendations for their school, • The headteacher puts into place any actions or precautions advised by the DfE’s helpline or local HPT if necessary. • The headteacher liaises with the LA where necessary and includes any local guidance in the Coronavirus (COVID-19): Staff Handbook, where required. • The school’s website is kept up to date with any important information regarding the running of the school during the pandemic, e.g. local arrangements. • Parents are informed via emailed letter about the relevant information regarding the running of the school during the pandemic, including any pick-up and drop-off arrangements. • Parents and their children are encouraged, where possible, to walk or cycle to school. • Staff and volunteers are informed via email about the relevant information regarding the running of the school during the pandemic, including any changes to the workday, e.g. staggered lunchtimes and social distancing. • Staff are informed of who they can turn to for support and there are several avenues they can follow, e.g. line manager, other senior staff or colleagues. • All staff, pupils and volunteers are made aware of the symptoms of coronavirus, what to do if they display symptoms, and if others display symptoms. • The headteacher liaises with the governing board about possible arrangements for running the school during the pandemic, where necessary. • Pupils are informed via letter about the relevant information regarding the running of the school during the pandemic, e.g. social distancing measures and how lessons will be delivered. • The SLT is actively present around the school to provide additional support, advice and reassurance. • The Site manager communicates with suppliers and contractors regarding the running of the school during the pandemic and reinstating or suspending the supply of any required goods or services. • The headteacher informs staff, volunteers and the governing board about the arrangements for meetings that would ordinarily take place in person, e.g. interviews, and how these will be carried out in line with social distancing guidance. • Social distancing and infection control measures are explained to all contractors and visitors upon their arrival. • A record is kept of all visitors and contractors that come to the school site.

