

COVID 19: Returning to School: Practicalities Plan – September 2020

Minimising Risk and Response to Infection and Symptoms

| Issue | Actions Needed | Success Criteria | COST |
|-------------------------------|--|--|------|
| Cross contamination | <ul style="list-style-type: none"> • Staff to wear face coverings when in rooms with other people and walking around the school • The DfE has stated that children passing each other briefly in a corridor or playground (e.g. walking past each other) is a relatively 'low risk'. Minimise the number of times this happens during the day. • Staff to remain in 'corridor bubbles' including students • Adults must maintain two-metre distance from each other and children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow, it will help. In particular, they should avoid close face-to-face contact and minimise time spent within one metre of anyone. • KS2 Classrooms to be arranged with forward facing desks. EYFS and KS1 furniture to remain as normal. • Keep windows open to aid ventilation - opening high level windows in preference to low level to reduce draughts. • Breakfast club and after school club to restart (these are mainly consistent groups) – children to maintain 'corridor bubbles' in breakfast club. Run by Holiplay for the present • Most children to walk through playground to classes in morning from breakfast club; Nursery and reception children to be collected by staff (SF & TO) from the gym and taken to class | Children and staff remain in 'corridor bubbles' to reduce chance of infection. | |
| Drop off and collection times | <ul style="list-style-type: none"> • Reduce number of adults on site – one adult only to bring children to school and to drop off at designated school gate – Staff on each gate Reception through main office gate; Nursery and Year 1 use CC gate; Years 2, 3, 4, 5 & 6 use gate by car park to enter the site. Exit for all parents, carers and pupils in the main playground should be via the Rolleston Road entrance. • Children in ground floor classrooms to go straight into class at 8.30am. • Nursery start at 8.30am and finish at 2.40pm • Year 1 and 2 to finish at 2.50pm to avoid crowding with years 3, 4, 5 & 6. • Site team to place line of cones in playground at the end of the day to separate parents from the staff and classes | <p>A limited number of people on site will reduce infection rates and cases of the virus.</p> <p>Parents and children / staff may feel more reassured if we enforce social distancing.</p> | |

High Risk, Medium Risk, Low Risk

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| | <ul style="list-style-type: none"> • All other classes leave normal time • Collection from designated classrooms exercising social distancing rules – staff to enforce • Encourage parents to vacate area as soon as child has been collected • Late collections – children sit in corridor outside classroom. Teacher calls office so they can call parents. Office call parents immediately. When the parent or carer arrives at the main office gate, the office will call the class teacher who will dismiss the child at the gate (maintaining social distancing). Parent or carer collecting late must wait outside the office gate. • Face covering to be worn by parents and carers on site • No 'lates' bookings | | |
| <p>Parents</p> | <ul style="list-style-type: none"> • Preference to call office or email rather than face to face contact • Parents can call office to ask a teacher to call back rather than after school lengthy discussions • No admittance for parents into building anywhere including main office – phone and email correspondence only • If a phone call will not suffice then parent meetings will be by invitation/appointment only. Social distancing rules apply. | <p>Reduce face to face conversations in order to promote social distancing resulting in less spread of the virus on the school site.</p> | |
| <p>Registration, Playtimes, Lunchtimes and Assemblies</p> | <ul style="list-style-type: none"> • Children and staff to choose dinner options during morning registration • All children and staff to wash hands when entering and leaving their classrooms • Staggered playtimes in playgrounds by 'corridor bubbles' or by year group when possible • All climbing equipment cleaned at least daily • Outdoor learning to be staggered – arranged in year group • Lunches in class delivered by site team; staff to book lunch via SQuid • Display a list of Wet Play rules and the activities allowed • Teachers lunchtimes – ensure social distancing rules maintained as far as possible by using staffroom (Years 2-6) and Apple (EYFS & Year 1) room. • Staff to remain on site throughout the day to avoid cross contamination with other 'corridor bubbles' and the general public. • Assemblies will be conducted via Microsoft Teams until further notice. | <p>Reduce the risk of virus spreading in confined and open spaces.</p> | |

High Risk, Medium Risk, Low Risk

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| Meetings | <ul style="list-style-type: none"> • Limit staff meetings (none planned) – if needed then in the hall so can social distance or conduct virtually • Continue virtual meetings for AOB, safeguarding, SMT and SLT • Focus on well-being and mental health of staff and children – NO CPD • Governor meetings – remain virtual | Limited number of people in a confined space will reduce the spread of infection and risk of catching C19. | |
| Visitors / Contractors | <ul style="list-style-type: none"> • Limit visitors to site • Essential visitors only - complete disclosure form • A record will be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test & Trace. • Maintain social distancing during meetings • Wash hands and/or sanitiser on entry and exit • No volunteers until further notice | A limited number of people on site will reduce infection rates and cases of the virus. | |
| PPE recommendations | <ul style="list-style-type: none"> • Follow government guidelines • Availability of PPE for staff to wear if they wish – face coverings for staff expected | Reduced spread of infection and risk of catching C19. | |
| Toilets | <ul style="list-style-type: none"> • Only one child allowed at a time from each class • 20 second hand washing after each visit • Adult supervision • Additional cleaning | Limited number of people in a confined space will reduce the spread of infection and risk of catching C19. | |
| Extra cleaning and sanitisation will be required to ensure the site is as safe as possible | <ul style="list-style-type: none"> • Extra daily cleaning hours established • Cleaning materials available for staff to use when necessary or desired • Extra deep clean to be arranged if notified of positive case of C19 • Extra cleaning and hygiene resources ordered and regular stock checks undertaken | Reduced spread of infection and risk of catching C19. | |
| Positive case or symptoms of C19 in whole school community | <ul style="list-style-type: none"> • See Croydon’s flow chart at the end of this document • Isolation area for child to be created next to hall • Provide a remote learning offer via google classroom and workbooks for all children in the event of a localised or national lockdown, or for children who are having to self-isolate. | Reduced spread of infection and risk of catching C19. Reduce disruption to children’s learning. | |

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School Operations

| Issue / Risk | Actions Needed / Points to consider | Success Criteria | COST |
|------------------------------------|---|--|------|
| Public transport | <ul style="list-style-type: none"> For the present, educational visits using public transport will be suspended Encourage families to walk and cycle where possible Families using public transport will be required to wear face coverings. | <p>Reduced number of children using public transport. Routine for removing face coverings established.</p> | |
| Attendance | <ul style="list-style-type: none"> Attendance is at school is for children of key workers and those deemed vulnerable. Admin team to show understanding when dealing with anxious parents. No family to be penalised. | <p>Attendance is in line with national averages.</p> | |
| Anxiety from parents | <ul style="list-style-type: none"> Discuss concerns and provide reassurance of the measures that are being put in place to reduce the risk – direct to Welfare Officer and SMT | <p>Attendance is in line with national averages. Parents are confident that measures taken are sufficient to reduce the risk.</p> | |
| Anxiety amongst staff team re C-19 | <ul style="list-style-type: none"> Staff will be asked if they feel confident enough to work on site Leaders find time to talk to individual members of staff and reassure them and deal with any specific concerns HT to continue to update staff on evolving situation so everyone is informed including those working from home Focus will be on well-being and social issues for staff with encouragement to do more development CPD tasks if they wish to do so Signpost staff to free counselling/advice through unions, Employee Assistance Programme and Ed Psych service Leaders will be aware that some staff members may have experienced difficult circumstances at home during the lockdown period and continue to do so | <p>Risk is minimised for all staff especially those who are vulnerable. Staff will be motivated; morale will be as high as it can be. The school community will begin to be rebuilt. Staff feel well supported during the return period and confident returning to some sort of normality.</p> | |

High Risk, Medium Risk, Low Risk

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| <p>Staff working practices</p> | <ul style="list-style-type: none"> • AOB meetings will be held via Microsoft Teams at 8:15am on Tuesdays • Some staff meetings will be held via Microsoft Teams • Expectations beyond the school day are reduced – mark work together in class where possible e.g. maths, comprehension • OTrack to be updated as usual • There will be formal assessments in Summer 2021 – the government wants to measure the impact of the pandemic on progress • Greater focus on PSHE, reading, phonics, maths, outdoor learning and physical development in EYFS • Admin team to work on a rota system • Site team to maintain social distancing as much as possible • Catering team to adhere to good respiratory and hand washing hygiene | <p>Staff will be motivated; morale will be as high as it can be. Staff will have the chance to meet, talk and ask questions. The school community will begin to be rebuilt. Staff feel well supported during the return period and confident returning to some sort of normality. Staff have time to plan a revised reading, writing and maths curriculum based on the needs of the children. Children are on track by the end of the year/following year. Risk reduced for admin team. Risk reduced for site team.</p> | |
| <p>Classroom resources</p> | <ul style="list-style-type: none"> • ALL SURFACES TO BE KEPT CLEAR AT THE END OF EVERY DAY • Children to have own stationery and tissues in trays provided by school – spread out trays around room and store under desks where possible • Children limit the amount of resources brought to school: lunch boxes and water bottles, coats, hats, book bags, PE kits and mobile phones (Y5&6) • Reading books can be taken home from class libraries and Big Cat scheme – ensure they are left for 72 hours upon return before sending out again • Marking of written work to be completed in line with policy – wash hands before and after, avoid touching face during this period, AVOID taking books home if possible • Resources that are shared between classes or bubbles, such as sports, computing, art and science equipment, should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for 48 hours (72 hours for plastics) between use by different bubbles • Outdoor play equipment to be cleaned more frequently | <p>Reduce risk of cross contamination</p> | |

High Risk, Medium Risk, Low Risk

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| <p>Staff / Governors need to be aware of the stress that HT / senior leaders have faced and need to be considerate. Many HT / senior leader have had to make some very difficult decisions and have had to respond to a range of government guidance</p> | <ul style="list-style-type: none"> • Governors need to focus on the well-being of Headteacher and Senior Leaders – HT will liaise with personnel committee and Chair • Governor reports will be streamlined and very short as leaders need to be focussing on rebuilding the school community • Governor meetings remaining via Microsoft Teams • Check in calls for support to HT / Senior Leaders | <p>HT / senior leaders will feel supported and there will feel as motivated and energised as is possible under the circumstances. Governors can fulfil their responsibilities.</p> | |
| <p>Lettings</p> | <ul style="list-style-type: none"> • Polish School to reopen in line with national guidelines • Holiplay to reopen running breakfast club also • After school clubs to remain suspended due to cross contamination risk | <p>Community relationships re-established. Risk of cross contamination reduced. Identified children receive 'catch up' sessions.</p> | |

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| <i>Re-establishing expectations and routines</i> | | | |
| Issue / Risk | Actions Needed / Points to consider | Success Criteria | COST |
| It will take time for members of the school community to re-establish and re learn the expectations of the school, particularly learning and behaviour | <ul style="list-style-type: none"> • Ensure behaviour and learning expectations are re-established as soon as possible • Staff to establish routines for moving around, entering and exiting classrooms to include handwashing, organisation of resources, hand-up policy for leaving seat, one child only to visit toilet, no touch policy • Remind children and staff about how to speak to each other, how to treat each other and the expectation in regard to attitudes. • Reinforce ethos, motto and ARACE • Leaders/teachers find time to talk to each class daily to remind them of these expectations and to place emphasis on the school being a safe environment where they are loved and cared for • Focus and emphasis on respecting each other | Patterns of behaviour are re-established and the school's expectations in regard to behaviour are adhered to | |
| Learning involves much practice and children will be out of practice in this respect | | Children will display the ethos and ARACE | |
| Sleep patterns, routines, eating etc will have been disrupted during the lockdown | <ul style="list-style-type: none"> • Routines and expectations are set from the beginning, ensuring that the vast majority of children will feel secure and will know what is expected of them. • Remind children of use of the toilet • Government fruit scheme will resume in due course • Cool Milk delivery as normal | Children and staff know what is expected of them and feel cared for. Attitudes to learning are positive and much in line with what they used to be | |
| Children may have grown during lockdown and uniforms may no longer fit them. This situation could be exacerbated by financial issues faced by parents – maybe without full pay or no pay coming into the household | <ul style="list-style-type: none"> • Staff to wear smart work clothes in line with code of conduct • Children to wear own clothes | Normal school routines resumed | |
| | | Financial support to be provided for those parents in need | |

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| <i>Child Mental Health</i> | | | |
| Issue / Risk | Actions Needed / Points to consider | Success Criteria | COST |
| Children may find being around large groups of people difficult, frightening and overwhelming | <ul style="list-style-type: none"> • ‘Corridor bubble’ or year group bubble playtimes • ‘Corridor bubble’ lunchtime • Lunch time outdoor activities list needed for supervisors • Calm, quiet areas in playgrounds • Keep noise levels as low as possible in class | <p>Movement around the school is calm and well-ordered but kept to an absolute minimum.</p> <p>Lunchtimes are orderly and calm.</p> <p>Quiet places have been established in and out of the main building.</p> | |
| Children will have been with their parents / family members for extended periods of time and will find it difficult to separate from them | <ul style="list-style-type: none"> • Circle times to focus on separation and security • Staff should constantly reassure children that their parents are safe | <p>Children feel minimum separation anxiety</p> <p>Children know they can talk to a member of staff when they are feeling insecure</p> | |
| Relationships will need to be rebuilt | <ul style="list-style-type: none"> • Remind children how to play together – encourage social distancing • Reward use of ARACE and ethos – in particular caring and resilience | Children will demonstrate the school ethos and ARACE | |

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| Curriculum | | | |
| Issue / Risk | Actions Needed / Points to consider | Success Criteria | COST |
| When children return to school, issues that may arise in relation to the curriculum: | | | |
| <p>Consider how we adapt the curriculum in the next few weeks</p> <p>Some children will have been doing a great deal of home learning, whilst others will have done little, or none at all</p> | <ul style="list-style-type: none"> Mental health and well-being, (PSHE), will be overarching focus when back - adapt rest of curriculum to ensure there is catch up of time lost particularly phonics, reading, speaking and listening, number, spelling, grammar, punctuation, handwriting As always, learning is based on the needs of the children and will need to be adjusted accordingly Reinforce characteristics of learning Home learning continue for those children who are at home Outdoor non-contact sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between children and paying attention to cleaning and hygiene. | <p>Curriculum remains broad and balanced but enables children to learn vital skills missed in the summer term especially in English and maths. Risk reduced during PE lessons.</p> | |

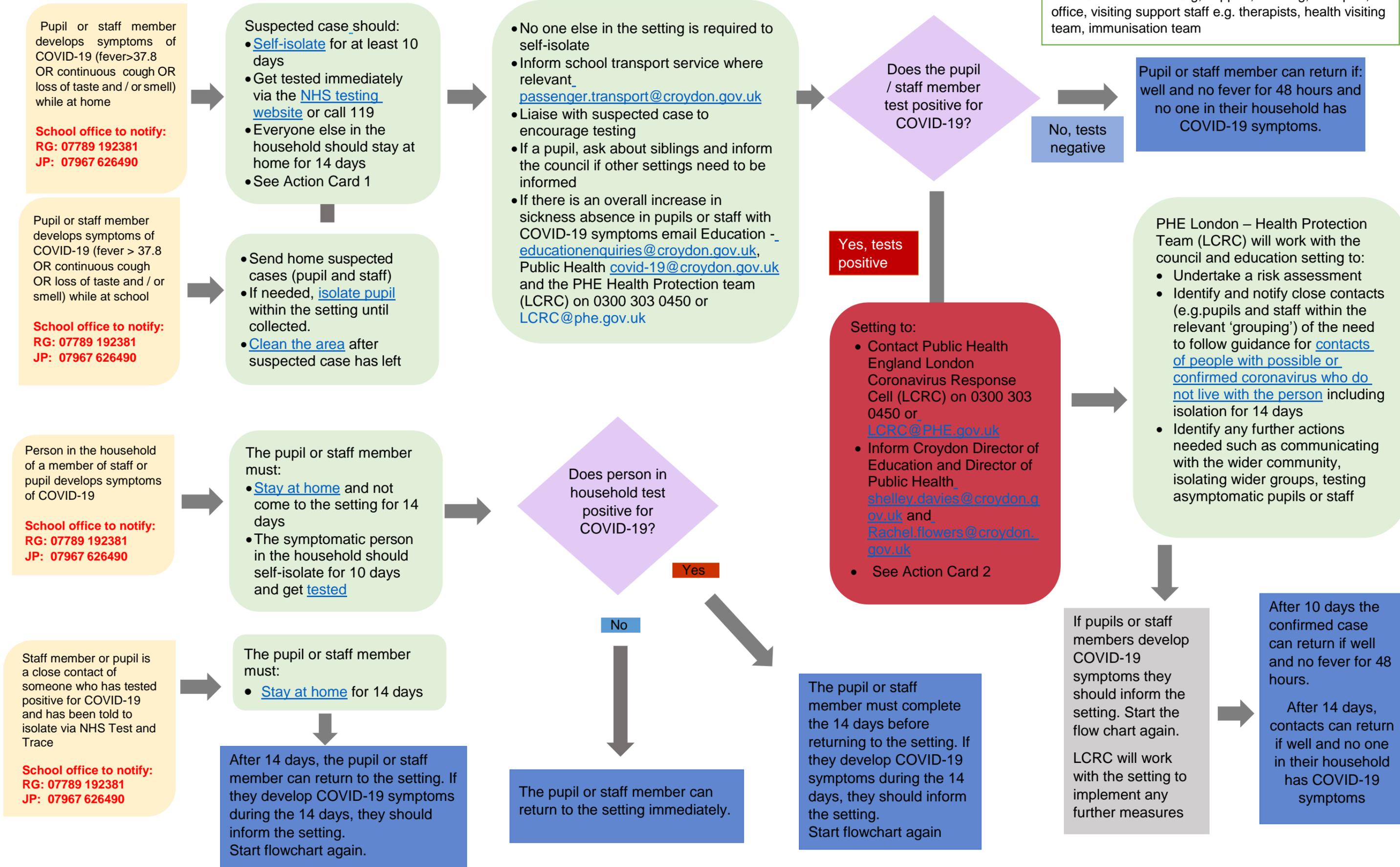
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| <i>Safeguarding</i> | | | |
| Issue / Risk | Actions Needed / Points to consider | Success Criteria | COST |
| <p>It is important to be aware that some children may well have experienced abuse or witness DV during the lockdown. (We know there has been a significant rise in DV).</p> | <ul style="list-style-type: none"> • More opportunities for children to talk about their experiences • Ensure there is a high focus on creating a safe environment • Create safe spaces for children to talk about their experiences • Ensure that all children have access to trusted adults who are trained to listen and respond effectively – increased use of family counsellor • All staff to receive extra safeguarding briefing on how to respond to disclosures – at AOB • Be aware that it may take some children a long time to disclose or reveal any abuse • Disclosures to be recorded and passed to safeguarding lead in line with policy | <p>Systems are well established to deal with issues of disclosure.</p> <p>Safe environments have been established as a matter of priority.</p> <p>Children have been provided with a member of staff to talk to that they feel comfortable with about any issues that concern them.</p> | |
| <p>It is important that we are alert to children who may not have come under the radar before, and be aware that some may have suffered significant harm during this time.</p> | | <p>All staff have received extra safeguarding briefings so they are very alert to certain issues.</p> <p>Staff are alert to any changes of behaviour in individuals</p> | |
| <p>Children / staff may have experienced a bereavement. We need to be aware that any illness of family members / friends will become a source of anxiety for children.</p> | <ul style="list-style-type: none"> • Alleviate any worries about any children that are not in school • Be transparent and direct when talking about bereavement – follow Bereavement Policy (part of Croydon HR policy) • Use circle times to address bereavement | <p>Staff are fully prepared to support any individual who has lost a member of their family or friends</p> | |

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| <i>Special Education Needs</i> | | | |
| Issue / Risk | Actions Needed / Points to consider | Success Criteria | COST |
| The impact of all these issues may be even greater with children with SEND. | <ul style="list-style-type: none"> Behaviour expectations and routines should be constantly reinforced, reassuring children Reward systems previously in place should be re-adopted immediately Adaptations / special arrangements to routines may need to be considered | <p>Children with SENd have returned to school and settled down into familiar routines, and feel happy and safe to be back in school.</p> <p>There are very few issues related to behaviour – no more than usual.</p> | |
| Maple class | <ul style="list-style-type: none"> Maple class (children from Years 5 & 6) to be taught in 6W with peers | Risk of cross contamination reduced. | |
| One to one support | | <p>Children receive support needed.</p> <p>Risk to staff reduced.</p> | |
| Transition to new year group | | Children confident to return to school. | |

What to do if there is a suspected or confirmed case of COVID-19 in education setting (early years, schools or colleges)

1 September 2020

Settings include: schools, colleges and early years
Staff includes: teaching, support, catering, transport, office, visiting support staff e.g. therapists, health visiting team, immunisation team



| Action Card 1 – PROCEDURE FOR SUSPECTED CASE AT PURLEY OAKS PRIMARY SCHOOL AND CHILDREN'S CENTRE | Progress |
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| 1. If suspected case is a pupil, either the class teacher or teaching assistant must immediately isolate the child in the Designated Isolation Zone (area by the hall). Class teachers to call for assistance within their corridor bubble if no TA available in their class. | |
| 2. Adult accompanying child MUST wear PPE provided. | |
| 3. Once in designated isolation zone the staff member calls the school office on the phone provided in the hall (extensions 101, 102, 103). | |
| 4. The school office call parent or carer and ask them to collect their child immediately and book a test for as soon as possible. | |
| 5. The school office immediately notify the headteacher or deputy headteacher on their mobile. The office will inform a member of the site team to go and clean the child's work area. | |
| 6. The staff member remains with the child until their parent or carer arrives to collect them. | |
| 7. When the parent or carer arrives at the school the office they will be asked to wait at the gate. | |
| 8. When the parent or carer arrives at the school the office they will be asked to wait at the gate. | |
| 9. The school office will call the designated isolation zone on extension 114 and ask the staff member to take the child out to the gate. | |
| 10. The staff member should dispose of PPE in the bin in the designated isolation zone and then wash their hands thoroughly in the disabled toilet, | |
| 11. After collection, the school office will notify a member of the site team who will empty the bin and fully clean surfaces in the designated isolation zone and disabled toilet. | |
| 12. If suspected case is a member of staff, send them home immediately, minimizing contacts and surfaces touched while still on the premises | |

| Action Card 2 – SUSPECTED CASE | Progress |
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| 1. If suspected case is a pupil, isolate them in a safe space until taken home by parent or carer. If they cannot be collected by parent/carers, ask their transport provider to collect them | |
| 2. Adults who accompany or care for a suspected case in isolation and coming within 2 m distance of them should wear gloves, aprons and masks | |
| 3. In exceptional circumstances give the staff member or parent / carer a COVID-19 testing kit from school stock See guidance here | |
| 4. If suspected case is a member of staff, send them home immediately, minimizing contacts and surfaces touched while still on the premises | |
| 5. Clean the surfaces touched by the suspected case according to guidance . | |
| 6. Contact suspected case (or their parent/carers) to: <ol style="list-style-type: none"> 1. Encourage them to follow guidance: suspected case to stay at home for 10 days; suspected case to request a test; household members to stay at home for 14 days. 2. Ask parent/carers to inform other education settings if siblings attend other settings 3. Encourage parents/carers to let contacts know to be very diligent in handwashing and social distancing | |
| 7. Inform transport provider passenger.transport@croydon.gov.uk , specialist support staff, social care, LAC team as appropriate | |
| 8. Follow up parent/carers after 24 hours to see if they have requested a test and, if conducted, what the test result is. | |
| 9. If a pupil is off sick, and a parent has not been in contact, the education setting should contact the parents to find out if the pupil has COVID-19 symptoms | |
| 10. If there is an overall increase in sickness absence reporting where parents report illness with suspected COVID-19 (but where no tests have been done or results are available) email Education on educationenquiries@croydon.gov.uk , Public Health on covid-19@croydon.gov.uk and the PHE Health Protection team (LCRC) on 0300 303 0450 or LCRC@phe.gov.uk LCRC will provide a reference number for the incident. | |
| 11. Ensure stock of PPE in the event of further suspected cases | |

| Action Card 3 - CONFIRMED CASE | Progress |
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| 1. Inform the Director of Education Shelley.Davies@croydon.gov.uk and the Director of Public Health Rachel.Flowers@croydon.gov.uk of the positive test, providing LCRC reference number if available | |
| 2. Contact the London Health Protection team (LCRC) on 0300 303 0450 or LCRC@phe.gov.uk to inform them of the positive case (they may already have been in touch) and discuss next actions. LCRC will provide a reference number for the incident. | |
| 3. Send home members of the same school grouping as the confirmed case to self-isolate for 14 days. This may be the “bubble” or a different group of pupils and staff – the decision as to who should self-isolate at home will be made with the support of the LCRC | |
| 4. Contact confirmed case (or their parent/carers) to: <ol style="list-style-type: none"> a. Offer support b. Ask for an update on other members of the household especially those who are at other educational settings c. Ask parents to inform other settings d. Check that the rest of household are self-isolating e. Gather relevant information | |
| 5. Inform transport provider, specialist support staff, social care, LAC team as appropriate | |
| 6. Send letters (based on template letters A and B) to identified contacts and their parents/carers. The letters do not identify individuals | |
| 7. Review the implementation of prevention and control measures within the setting | |