

St Bede's Catholic Infant School Proposed Plan/Information for Parents Return to School 8th March 2021

Please note that this plan may be subject to amendments given any changes to government guidance and requirements. We will of course keep you updated.

Dear Parents

In line with the Prime Minister's announcement, it is our plan that all pupils, in all year groups, will return to school from the beginning of the Monday 8th March 2021.

Our planning is underpinned by the Department for Education's (DfE) advice on effective infection protection and control which states the following:

As part of planning for full return on March 8th 2021 we have revisited and updated our risk assessments as is the legal requirement building on learning to date and practices we have already developed. The revised return to school risk assessment and wider risk assessments are in line with HBC Model Risk Assessments and have enabled us to consider any additional risks and implement sensible and proportionate control measures needed to enable a return for all year groups.

DfE System of controls

The DfE have listed the following set of actions schools must take to effectively reduce risks and create a safe environment. The system of controls are grouped into 'prevention' and 'response to any infection'.

Prevention

You must always:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available.

Response to any infection

You must always:

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

This sharing of information is permissible under current law and is in line with data protection guidance covering schools.

Proposed Plan for 8th March 2021 Return to School

The actions below are those relevant to parents and drawn from the whole school action plan for return. Full details are available in Schools coronavirus (COVID-19) operational guidance

Systems of Control	Action
Prevention	
<p>1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.</p>	<p>Pupils, staff and other adults must not come into the school if:</p> <ul style="list-style-type: none"> • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble they have one) has coronavirus (COVID-19) symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test <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"> • the start of their symptoms • 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) <p>Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on NHS Test and Trace: how it works</p> <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:</p> <ul style="list-style-type: none"> • will send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days • advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection • advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19) <p>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.</p> <p>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.</p> <p>If a child is awaiting collection the child will wait in the Rainbow Room with a member of staff which will be fully ventilated. When the child has gone home the room will be deep cleaned. If the child needs the toilet while waiting to be collected the toilet used will be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE will be worn by staff caring for a child while awaiting collection if a distance of 2 metres cannot be maintained.</p>

<p>2) Ensure face coverings are used in recommended circumstances</p>	<p>In primary schools, the DfE recommend that face coverings should 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). Children in primary school do not need to wear a face covering.</p> <p>When dropping off and collecting the children parents/carers are asked to wear a face covering while on site unless exempt.</p>
<p>3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.</p>	<p>Coronavirus (Covid-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. School ensures that adults and children clean their hands regularly with soap and water for at least 20 seconds, (adults may use hand sanitiser) including when they arrive at school, when they return from breaks, when they change rooms and before and after eating and when they use the toilet. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points that have been considered and implemented in school include:</p> <ul style="list-style-type: none"> • School has hand washing facilities available in each classroom so that all pupils and staff can clean their hands regularly; • Pupils are supervised when washing their hands to ensure they clean their hands properly. Posters are prominently displayed. Skin friendly wipes will be available if needed for a child who struggles with hand washing or hygiene; • These routines have been built into school culture, supported by behaviour expectations, including revised school rules which help ensure pupils including and those with complex needs understand the need to follow them. • Additional hand sanitisers bottles have been purchased and are available for adult use only in each classroom as well as additional hand sanitisers at the reception for visitors and staff upon arrival.
<p>4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.</p>	<p>The 'catch it, bin it, kill it' approach continues to be very important, so school ensures that they have enough tissues and bins available to support pupils and staff to follow this routine. As with hand cleaning, school ensures younger pupils and those with complex needs are helped to get this right, and all pupils understand that this is now part of our school day. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>'Catch it, bin it, kill it' posters are displayed around school and children will be reminded that tissues should be thrown in to the 'Catch it, bin it, kill it' bins in each classroom using the foot pedal to open the bin and their hands must be cleaned afterwards. These bins are to also to be used by adults.</p>
<p>5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</p>	<p>In school the following points have been implemented:</p> <ul style="list-style-type: none"> • An enhanced cleaning schedule that ensures cleaning which includes: <ul style="list-style-type: none"> ~more frequent cleaning of rooms and shared areas that are used by different groups; ~frequently touched surfaces being cleaned more often than normal. • Toilets are cleaned regularly and pupils are encouraged to wash their hands thoroughly after using the toilet <p>School follows Public Health England guidance on cleaning of non-healthcare settings to advise on general cleaning required in addition to the existing advice on cleaning if there is a suspected case.</p>

6) Consider how to minimise contact across the site and maintain social distancing wherever possible.

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19).

The overarching principle to reduce the number of contacts between children and staff. This is achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals, whilst acknowledging that the DfE recognise that these measures will depend on:

- children's ability to distance
- the layout of the school
- the feasibility of keeping distinct groups separate while offering a broad curriculum

The DfE recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to socially distance within their group. Consistent groups have been used in school throughout the Pandemic in recognition that the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. This also supports test and trace.

In line with DfE guidance:

Grouping the Children

- Children will stay in their class groups for the majority of the classroom time, but may mix into wider groups for intervention and support including basic skills work, speech and language and nurture groups during the school day. A record of any intervention and support groups will be kept for the purpose of Test and Trace. Siblings within school may also be in different groups but will arrive and leave school together.
- Teachers and teaching assistants can work across different classes and year groups in order to facilitate the delivery of interventions and support and enable a broad and balanced curriculum to be delivered. When staff move between classes and year groups, they will try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, the DfE recognise that with younger children it will be difficult to maintain social distancing measures.

Measures within the classroom

- 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 one another (2 metres) and from children.
- 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 have been organised to support distancing where possible. Tables are positioned in Key Stage 1 so that the children are sitting next to each other facing forwards.
- Unnecessary furniture has been removed from classrooms to make more space.

	<p>Measures elsewhere</p> <ul style="list-style-type: none"> • There will be no whole school or year group collective worship or singing with more than one group. Collective Worship will take place daily in class. • Timetables will ensure the minimum movement of and mixing of groups and maximise the use of indoor and outside space e.g. staggered break times and lunch times/PE/ICT/Interventions • One-way system in place in corridors. <p>Measures for arriving at and leaving school</p> <ul style="list-style-type: none"> • Staggered arrival and departure times will be used to keep groups apart as they arrive and leave school. However, the same amount of teaching time will be in place for each year group. • This plan will be available via the school website alongside a social story which will also support the children and parents on return and details for example collection and drop off times and routes. <p>Arrival and departure times will be as follows and must be strictly adhered to in order to maintain harmonious social distancing and continuous flow:</p> <p>Siblings within the Infant school: 8:35am – 3:00pm Year 2: 8:40am – 3:05pm Year 1: 8:50am – 3:15pm Reception: 9:00am – 3.25pm</p> <p>Parents are encouraged to walk to school where possible and only one parent will be permitted on the school grounds. Staff will be at the school gates and on the playground to support children and adults as they arrive at school. Parents mustn't congregate together on the designated site route into school or outside the gates. Adults are expected to keep 2 metres apart and the children must stay with the adult dropping them off and collecting them.</p> <p>If a child arrives at school wearing a face covering parents will be asked to remove it and dispose of it in the bin provided at the entrance door or take home any reusable face covering. Parents/Carers and pupils are reminded not to touch the front of their face covering during use or when removing it. The children must wash their hands immediately on arrival. Further guidance can be found in safe working in education, childcare and children's social care.</p> <p>In order to ensure social distancing and the continuous flow of people teachers will not be able to speak at any length to parents in person before or after school. Parents are asked to phone the school office with any urgent messages which will then be passed onto relevant staff. The School Reception area is not to be accessed by parents unless staff deem it necessary. They will then be admitted one at a time. Any other parents will be asked to wait outside the door. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can still speak to staff and receive support over the phone or via class email.</p> <p>Staff wearing reusable face coverings when they arrive at school must remove them and place them into a plastic bag and store it safely. Disposable face coverings must be placed in the in a suitable bin. Hands must be washed after the removal of face coverings.</p>
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	<p>Other considerations</p> <p>Parents of pupils with EHCP/SEND who need specific help and preparation for the changes to routines have been contacted by the special educational needs coordinator to ensure their needs are met.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND will provide interventions as usual.</p> <p>School has considered how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. Close cooperation between different schools and the other relevant employers will be sought. School will discuss control measures with key contractors and safe ways of working. A 'Visiting the School Site form' is issued to all relevant visitors before their visit. It explains school's protective measures and a declaration for contact details to be used if needed for NHS Test and Trace.</p> <p>A record of all visitors is kept by the school office. If possible visits will take place out of school hours.</p> <p>All children were invited by School Health, to take part in the Flu Immunisation Programme. The School Nursing Team visited school in September to administer the vaccine following all COVID-19 safety guidelines.</p> <p>Any child who attends more than one setting on a part time basis, for example because they are dual registered will be supported by the school to work through the system of controls collaboratively.</p> <p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, each pupil will have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes groups, such as sports, art and science equipment will be cleaned frequently and meticulously, and always between groups, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Each class has their own bag of P.E equipment that can be used for outdoor play and lunchtime activities.</p> <p>Outdoor playground equipment will be more frequently cleaned. This also applies to resources used inside and outside.</p> <p>Pupils will be allowed to bring in a limited amount of equipment. This includes:</p> <ul style="list-style-type: none"> reading book/reading diary/home school book book bags (no larger bags or attached key rings/ornaments) lunch boxes water bottle
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	<p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided. Similar rules on hand washing, cleaning of the resources and rotation will apply to these resources.</p>
<p>7) Keep occupied spaces well ventilated.</p>	<p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.</p> <p>It is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>These is achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • natural ventilation – opening windows (in cooler weather windows will 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 • 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). <p>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice advice provides more information.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, school will:</p> <ul style="list-style-type: none"> • opening high level windows in colder weather in preference to low level to reduce draughts • increase the ventilation while spaces are unoccupied (for example, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing • rearranging furniture where possible to avoid direct draughts <p>Heating will be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>
<p>In specific circumstances</p>	
<p>8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary</p>	<p>The majority of staff in education settings will not need PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used <p>More guidance can be found at safe working in education, childcare and children's social care about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>

<p>9. Promote and engage in asymptomatic testing, where available</p>	<p>Rapid testing remains a vital part of our plan to suppress this virus. School follows the guidance set out in:</p> <ul style="list-style-type: none"> • Primary schools, school-based nurseries and maintained nursery schools
<p>Response to any infection</p>	
<p>10. Promote and engage with the NHS Test and Trace process</p>	<p>Staff members, parents and carers will need to:</p> <ul style="list-style-type: none"> • book a test if they or their child has symptoms - the main symptoms are: <ul style="list-style-type: none"> ○ a high temperature ○ a new continuous cough ○ a loss or change to your sense of smell or taste • self-isolate immediately and not come to school if: <ul style="list-style-type: none"> ○ they develop symptoms ○ they have been in close contact with someone who tests positive for coronavirus (COVID-19) ○ anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19) ○ they are required to do so having recently travelled from certain other countries ○ they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation • 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 <p>Polymerase Chain Reactions (PCR) tests for symptomatic testing</p> <p>Booking a polymerase chain reaction (PCR) test through 119</p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests for symptomatic illness can be booked online through the NHS testing and tracing for coronavirus (COVID-19) website, or ordered by telephone via NHS 119 for those without access to the internet.</p> <p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit.</p> <p>Polymerase Chain Reaction (PCR) tests contingency supply</p> <p>Separate to the asymptomatic testing regime, all schools were sent an initial supply of PCR test kits before the start of the autumn term in 2020. Having a test at a testing site will deliver the fastest results for symptomatic cases. These PCR test kits were provided to be used in the exceptional circumstance that an individual becomes symptomatic and if it is believed they may have barriers to accessing testing elsewhere.</p> <p>These kits can be given directly to:</p> <ul style="list-style-type: none"> • staff • parents collecting a pupil who has developed symptoms at school

	<p>These PCR tests kits will also help ensure that symptomatic staff can get a test. If they test negative, they can return to work as soon as they are well and no longer have symptoms of coronavirus (COVID-19).</p> <p>NHS COVID-19 app The app is available to anyone aged 16 and over to download if they choose. Staff members are also able to use the app.</p> <p>The guidance for schools and further education colleges in England provides information about how the app works and guidance for its use within schools in England</p>
<p>11. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</p>	<p>School will take swift action when they 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.</p> <p>School will contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. They will inform school of what action is needed based on the latest public health advice.</p> <p>The advice service (or local PHE health protection team) will work with schools in this situation to guide them through the actions they need to take. Based on their advice schools must 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>The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support school in doing so, 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. Floating teachers and teaching assistants, who work across groups of children to provide support and intervention will keep records of the children and adults they have worked with.</p> <p>A letter will be sent to parents based on the advice of the health protection team, if needed. School will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or the public health protection team, in which case they must self-isolate. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 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"> • 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 the coronavirus (COVID-19) within the remaining days.

	<ul style="list-style-type: none"> • if the test result is positive, they should inform school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 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 <p>The DfE have directed school not to request evidence of a negative test result or other medical evidence before admitting children or welcoming children back after a period of self-isolation.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>
<p>12. Contain any outbreak by following PHE local health protection team advice.</p>	<p>If school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, there may be an outbreak, and school will continue to work with the local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group.</p> <p>Admitting children and staff back to the school</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>School will not request evidence of negative test results or other medical evidence before admitting pupils or welcoming them back after a period of self-isolation.</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, the DfE guidance states that school may take the decision to refuse the pupil if, in its reasonable judgement, it is necessary to protect the pupils and staff from possible infection with coronavirus (COVID-19). Schools decision would need to be carefully considered in the light of all the circumstances and current public health advice.</p>

<p>Asymptomatic testing</p>	<p>Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.</p> <p>Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. DfE will review this approach in the light of any emerging evidence.</p>
<p>Symptomatic testing</p>	<p>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.</p> <p>Those with symptoms are also expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus.</p> <p>It remains imperative that the system of controls continues to be rigorously applied to enable the safest possible environment. The testing programme is an important addition to supporting school leaders to maintain the continuity of education through the pandemic.</p>
<p>Attendance</p>	<p>School attendance will be mandatory for all pupils from 8 March.</p> <p>The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> • 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) • the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>Schools are responsible for recording attendance, following up absence and reporting children missing education to the local authority.</p> <p>Self-isolating and shielding</p> <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"> • have symptoms or have had a positive test result • live with someone who has symptoms or has tested positive and are a household contact • are a close contact of someone who has coronavirus (COVID-19) <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.</p>

	<p>School is able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.</p> <p>School will not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors' note. As usual, input from GPs will only be sought where there are complex health needs or persistent absence issues.</p> <p>School is required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. School will keep a record of this activity but does not need to record it in the attendance register.</p> <p>School will offer pastoral support to pupils who are:</p> <ul style="list-style-type: none"> • self-isolating • shielding • vulnerable <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> <p>Pupils and families who are anxious about attending school</p> <p>School is aware that parents may be concerned, reluctant or anxious about sending their child to school. Concerns will be discussed with parents and reassurance provided on the measures we are putting in place to reduce any risks.</p> <p>Pupils of compulsory school age must be in school unless a statutory reason applies.</p>
<p>Transport</p>	<p>Dedicated school transport, including statutory provision School does not use dedicated school transport.</p> <p>Transport risk assessment will be shared if relevant for e.g. if a child attends dual placement.</p> <p>No school trips are planned for the foreseeable future requiring transport. This will be reviewed as new advice is received.</p> <p>Wider public transport Those families who use public transport are reminded to adhere to current Government guidance.</p> <p>Staggered times for the children's arrival and departure are detailed in earlier</p> <p>Parents are encouraged to walk to school whenever possible.</p>

<p>Remote Education</p>	<p>Please refer to the curriculum section of this plan</p> <p>Attendance will be mandatory for all pupils of compulsory school age from 8 March. If school is affected by the Remote Education Temporary Continuity Direction it will still be required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19). This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield. All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.</p> <p>Miss Parle is our Remote Education Lead. She has overarching responsibility for the quality and delivery of Remote Education including that provision meets expectations for Remote Education. A Remote Education Policy and Action Plan have been drawn up to ensure preparedness for such eventualities as noted above.</p> <p>The remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum we will provide:</p> <ul style="list-style-type: none"> • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children <p>Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, may be provided in lieu of school-led video content.</p> <p>In developing remote education, we will:</p> <ul style="list-style-type: none"> • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school’s curriculum • select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. • overcome barriers to digital access for pupils by: <ul style="list-style-type: none"> ~distributing school-owned laptops accompanied by a user agreement or contract ~providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work • have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern <p>When teaching pupils remotely the DfE expects schools again taking into account pupils age and stage of development and/or special educational needs to:</p> <ul style="list-style-type: none"> • set meaningful and ambitious work each day in an appropriate range of subjects
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- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. The DfE does therefore not expect that solely digital means will be used to teach these pupils remotely.

The DfE also recognise that some pupils with SEND may not be able to access remote education without adult support and schools will work with these families to deliver an ambitious curriculum appropriate for their level of need.

In line with the legal duty information about our Remote Education is on the school website.

Delivering remote education safely

School follows all relevant statutory guidance in order to protect the children online. Expectations are shared with parents and school policies and procedures are available on the school website.

Special educational needs

If pupils with SEND are not able to be in school their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.

School will work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education.

Aspect of school	Action
Curriculum	<p>Mission Statement</p> <p>At St Bede's Catholic Infant School, it is the intention of the whole school community to nurture a loving, safe, caring, supportive, quality environment in which the individual has an opportunity to develop intellectually, spiritually, morally, socially and emotionally in an atmosphere of trust and mutual respect.</p> <p>Curriculum Intent/Aims</p> <p>All our work is intended to fulfill our mission statement shown above. To achieve this mission, our school commits itself to continue on return in March to provide a broad and balanced curriculum that meets the interests, abilities and needs of all our pupils, allowing each to return to outstanding rates of progress and achieve their potential in an environment where the Catholic ethos of the school permeates all aspects of teaching and learning. The current circumstances means that we need to stay steadfast in these aims.</p> <p>The school has always believed in the centrality of the curriculum as part of the education provided to all children. Academic performance has always been high in comparison with national results, and all children make excellent progress in their personal growth, because of the breadth and challenge of their studies. This has been recognised by all external evaluators, including Ofsted, the local authority, the Archdiocese, and external consultants commissioned by the school. (See relevant reports)</p> <p>When we return to school on 8th March we will continue to deliver our schemes of work designed to cover the National/School curriculum and Statutory EYFS Curriculum. (Please see curriculum section of the school website) Religious Education is taught through the 'Come and See' Programme. PSHCE in our school covers the new statutory requirements around Relationships Education and Health Education. Relationships and Sex Education is taught through 'Journey in Love' as approved by our Archdiocese. Parents are fully consulted in relation to these areas of the curriculum.</p> <p>There are subject leads for all areas of the curriculum. Mrs Paton is our EYFS Development and Assessment Lead. Miss Parle is the Key Stage 1 Curriculum Development Lead and Remote Education lead.</p> <p>The school's intention is that pupils will return to their normal rates of outstanding progress very quickly, supported by early assessment of needs and appropriate provision of support/intervention. We will continue to use the 'Catch up premium' allocated to school to be deployed to support initial assessment and provide basic skills intervention.</p> <p>In the context of and continued commitment to an ambitious and broad curriculum:</p> <p>Teachers in Reception will continue to focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. Teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. We will also consider how all groups of children can be given equal opportunities for outdoor provision.</p>

	<p>Teachers in Key Stage 1 as in September will prioritise identifying and addressing gaps and enable children to return to their outstanding rates of progress focusing on phonics and reading, increasing vocabulary, writing and mathematics. Opportunities will continue to be identified across the curriculum for pupils to read widely, and develop their knowledge and vocabulary.</p> <p>DfE guidance will continue to be followed as relevant to specific subjects including music and P.E. and other practical and physical activities across the school day.</p>
<p>Behaviour, discipline and wellbeing</p>	<p>Our Behaviour Policy has been reviewed and an addendum attached to it, with revised rules relevant to the age and stage of development of our children. It outlines clear, reasonable and proportionate expectations of pupil behaviour. This is available on our school website. Parents are asked to share the rules with the children prior to them returning to school.</p> <p>We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, may need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Throughout the Pandemic key staff have remained in regular contact with parents. We continue to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</p> <p>The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion will only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations.</p> <p>Any disciplinary exclusion of a pupil, even for short periods of time, will be consistent with the relevant legislation.</p> <p>Pupil wellbeing and support</p> <p>Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children. There will be a continued high focus on emotional health and well-being initiatives including Emotional Health and well-being/Nurture groups and Sunbeams (bereavement).</p> <p>School will also consult with other agencies such as the school health team and school nurses to provide support with mental health, bereavement and sleep issues.</p>
<p>Safeguarding</p>	<p>School continues to follow the statutory guidance keeping children safe in education. All policies are reviewed regularly and in line with the latest DfE guidance. Please see the safeguarding section of the school website for further information or contact Miss Scragg Designated Safeguarding Lead either by e-mail at or phone 0151 424 3112.</p>

Aspect of school	Action
Primary Assessment	The DfE have cancelled the statutory Key Stage 1 tests. The DfE are planning for a full programme of primary assessments to take place in the 2021 to 2022 academic year.

Section 5: Contingency planning for outbreaks

Aspect of school	Action
Contingency planning	<p>For individuals or groups of self-isolating pupils who are shielding following government guidance related to coronavirus (COVID-19), remote education plans will be in place.</p> <p>In the event of restrictions needed to help contain the spread of the virus the DfE 'Contingency Framework' will support school in how we should operate in the event of any restrictions.</p>