

## **St Bede's Catholic Infant School Proposed Plan/Information for Parents for September 2020 Return to school**

**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 Department for Education's instruction, it is our plan that all pupils, in all year groups, will return to school from the beginning of the autumn term - Thursday 3<sup>rd</sup> September Years 1 and 2 and Monday 7<sup>th</sup> September for Reception children (Part time for 2 weeks. Note extension of part time to allow the children to settle into their new class). The Reception children will start full time on Monday 21<sup>st</sup> September. (If any parent has difficulties with this please let us know)

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

"We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

1. a requirement that people who are ill stay at home
2. robust hand and respiratory hygiene
3. enhanced cleaning arrangements
4. active engagement with NHS Test and Trace
5. formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible"

Our school has remained open to some pupils since March 23<sup>rd</sup> welcoming more pupils back from 22<sup>nd</sup> June.

School has therefore already assessed the risks and implemented proportionate control measures to limit the transmission of Coronavirus (COVID-19) for a limited number of pupils.

As part of planning for full return in the Autumn term 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 in the Autumn term.

### **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:**

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, **do not attend school**
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

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

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

Number 6 applies in specific circumstances.

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

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

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

Numbers 7-9 above may require school to share pupil/parent contact information with public health officials.

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

## Proposed Plan for September 2020 Return to school

The actions below are those relevant to parents and drawn from the whole school action plan for return

### Section 1: Public Health advice to minimise coronavirus (Covid-19) risks.

Systems of Control	Action
<p><b><i>Prevention</i></b></p> <p><b>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID19) symptoms, or who have someone in their household who does, do not attend school.</b></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 7 days, <b><u>they are not to attend school.</u></b></p> <p>The symptoms are:</p> <ul style="list-style-type: none"><li>• a new continuous cough or</li><li>• a high temperature or</li><li>• a loss of or change in their normal sense of taste or smell (anosmia)</li></ul> <p>If anyone becomes unwell with any of these symptoms, they will be sent home and be advised to follow 'Stay at Home Guidance: Guidance for Households with possible or confirmed Coronavirus (COVID-19)infection (<a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a>) which sets out that they must self-isolate for at least 10 days and should arrange to have a test (<a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a>) to see if they have COVID-19.</p> <p>Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>If a child is awaiting collection the child will wait in the Rainbow Room with a member of staff. 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>Everyone who has been in contact with someone who is unwell will wash their hands with soap and running water for 20 seconds.</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><b>Prevention</b></p> <p><b>2. Clean hands thoroughly more often than usual.</b></p>	<p>Coronavirus (Covid-19) is an easy virus to kill when it is on skin. This can be done with soap and running 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"> <li>• School has hand washing facilities available in each classroom so that all pupils and staff can clean their hands regularly;</li> <li>• 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;</li> <li>• 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.</li> <li>• Additional hand sanitisers bottles have been purchased and are available for <b>adult use only</b> in each classroom as well as additional hand sanitisers at the reception for visitors and staff upon arrival.</li> </ul>
<p><b>Prevention</b></p> <p><b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</b></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 <a href="#">e-Bug coronavirus (COVID-19) website</a> contains free resources for schools, including materials to encourage good hand and respiratory hygiene. '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. Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.</p>
<p><b>Prevention</b></p> <p><b>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</b></p>	<p>In school the following points have been implemented:</p> <ul style="list-style-type: none"> <li>• An enhanced cleaning schedule that ensures cleaning which includes: <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms and shared areas that are used by different groups;</li> <li>• frequently touched surfaces being cleaned more often than normal.</li> </ul> </li> <li>• Toilets are cleaned regularly and pupils are encouraged to wash their hands thoroughly after using the toilet</li> </ul> <p>School follows Public Health England <a href="#">guidance for cleaning non-healthcare settings</a> to advise on general cleaning required in addition to the existing advice on cleaning if there is a suspected case.</p>

**Prevention**

**5. Minimise contact between individuals and maintain social distancing wherever possible.**

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

The overarching principle to reduce the number of contacts between children and staff and maintain distance is planned for whilst acknowledging that the DfE recognise that these measures will depend on:

- children’s ability to distance
- the lay out 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 in the summer term 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.

### Measures elsewhere

- 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.

### Measures for arriving at and leaving school

- 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.

Arrival and departure times will be as follows and must be strictly adhered to in order to maintain harmonious social distancing and continuous flow:

#### Years 1 and 2-Thursday 3<sup>rd</sup> September

Siblings within the Infant school: 8:35am – 3:00pm

Year 2: 8:40am – 3:05pm

Year 1: 8:50am – 3:15pm

#### Reception Monday 7<sup>th</sup> September Part time sessions

Siblings within the Infant school:

am 8:35am-11.30am

pm 1.00-3.00pm

#### All other Reception children Part time sessions

am 9.00-11.30am

pm 1.00-3.25pm

(Part time for 2 weeks. Note extension of part time to allow the children to settle into their new class)

#### The Reception children will start full time on Monday 21<sup>st</sup> September.

(If any parent has difficulties with this please let us know)

Siblings within the Infant school: 8:35am – 3:00pm

Reception: 9:00am – 3.25pm

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.

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](#).

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.

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.

**Other considerations**

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.

Specialists, therapists, clinicians and other support staff for pupils with SEND will provide interventions as usual.

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 Test and Trace.

A record of all visitors is kept by the school office. If possible visits will take place out of school hours.

School has contacted School Health as part of the local flu immunisation programme. Our date for on-site immunisation is the 23<sup>rd</sup> of November. More details will follow in the Autumn term.

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.

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

	<p>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.</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"> <li>• reading book/reading diary/home school book</li> <li>• book bags (no larger bags or attached key rings/ornaments)</li> <li>• lunch boxes</li> <li>• water bottle</li> </ul> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand washing, cleaning of the resources and rotation will apply to these resources.</p>
<p><b>Prevention</b></p> <p><b>6. Where necessary, wear appropriate personal protective equipment (PPE).</b></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"> <li>• 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</li> <li>• 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</li> </ul> <p>More guidance can be found at <a href="#">safe working in education, childcare and children’s social care</a> 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><b>Response to any infection</b></p> <p><b>7. Engage with NHS Test and Trace.</b></p>	<p>Parents/carers and staff are signposted to the NHS <a href="#">testing and tracing for coronavirus website</a> where tests can be booked on-line, and to their local <a href="#">Public Health England health protection team</a>. As part of Test and Trace parents/carers and staff need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and will be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>• provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)</li> </ul> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <a href="#">testing and tracing for coronavirus website</a>, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p>

	<p>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. They will release more details on new testing avenues as and when they become available and will work with school to support us in finding the quickest and easiest way to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or to staff who develop symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <p>Parents/carers and staff are asked to inform school immediately of the results of a test:</p> <ul style="list-style-type: none"> <li>• if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li> <li>• if someone tests positive, they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10 day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</li> </ul>
<p><b><i>Response to any infection</i></b></p> <p><b>8. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</b></p>	<p>School will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). School will contact their local health protection team. This team will also contact school directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The health protection team will provide definitive advice on who must be sent home. To support them 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 template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff 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. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>.</p> <p>They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform school immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a></li> </ul> <p>The DFE have directed school not request evidence of a negative test result or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on <a href="#">testing and tracing for coronavirus (COVID-19)</a>.</p>
<p><b>Response to any infection</b></p> <p><b>9. Contain any outbreak by following local health protection team advice.</b></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, they 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 – perhaps the whole site or year group. If school implements controls from this list, addresses the risks identified and therefore reduces transmission risks, then whole school closure based on cases within the school will not generally be necessary, and will not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>

## Section 2: School operations

Aspect of school	Action
<p><b>Transport</b></p>	<p><b>Dedicated school transport</b> 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 Autumn term requiring transport</p> <p><b>Wider public transport</b> 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><b>Attendance</b></p>	<p><b>Attendance expectations</b> In March when the coronavirus (COVID-19) outbreak was increasing, the government made clear that no parent would be penalised or sanctioned for their child’s non-attendance at school. 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. Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> <li>• parents’ duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</li> <li>• schools’ responsibilities to record attendance and follow up absence</li> <li>• the availability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct</li> </ul> <p><b>Pupils who are shielding or self-isolating</b> The government now knows much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. However:</p> <ul style="list-style-type: none"> <li>• a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>• shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the <a href="#">current advice on shielding</a></li> </ul>

- if rates of the disease rise in the local area, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).
- some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at [COVID-19 - 'shielding' guidance for children and young people](#)

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, school will be able to immediately offer them access to remote education. School will monitor engagement with this (as set out in the section below).

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

***Pupils and families who are anxious about return to school***

All other pupils must attend school. School is aware that parents may be concerned, reluctant or anxious about sending their child to school.

If parents of pupils with significant risk factors are concerned, we will support them in discussing their concerns and put in place measures to reduce the risk in school. All children must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).

### Section 3: Curriculum, behaviour and pastoral support

Aspect of school	Action
Curriculum	<p><b>Mission Statement</b></p> <p><i>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.</i></p> <p><b>Curriculum Intent/Aims</b></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 September to provide a broad and balanced curriculum that meets the interests, abilities and needs of all our pupils, allowing each to 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>Our school is highly inclusive. "Our highest priority is to narrow the gap between the privileged and underprivileged by giving our children the best possible education".</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>From September we will return to the delivery of the National/School curriculum and Statutory EYFS Curriculum and implementation of school curriculum schemes of work. (Please see curriculum section of the school website)</p> <p>DfE guidance will be followed relevant to specific subjects including music and P.E. and other practical and physical activities across the school day. Subject leads will familiarise themselves with relevant guidance and give guidance to staff.</p> <p>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 were fully consulted in the Summer term 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 will be the Key Stage 1 Curriculum development Lead and Remote Education lead.</p> <p>The aim of this latter post is to support the delivery of a seamless curriculum remotely. This was always our aim in the actions and plans undertaken and shared and in the communication between parents over the Summer term.</p>

	<p>On return there will be an emphasis on assessing and supporting emotional well-being and Basic Skills and strategies including deployment of staff, resources etc to ensure rapid progress in these.</p> <p>We will use ‘Catch up premium’ allocated to school to increase the number of hours of permanent part time teaching staff to be deployed to support initial assessment and provide basic skills intervention. This will ensure that all children make rapid progress and achieve their potential. These staff are familiar to the children and provide continuity and flexibility in the ability to be immediately responsive to changing need.</p> <p>Teachers in Reception will 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.</p> <p>There will be a continued high focus on emotional health and well-being initiatives including our annual emotional health and well-being week moved to Autumn from Spring; Emotional Health and well-being groups and Sunbeams (bereavement).</p> <p>We have contacted HBC Health Improvement Team prior to return to support relevant initiatives.</p>
<b><i>Behaviour expectations</i></b>	<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 school closure and phased return in the summer teachers and key staff 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>

#### Section 4: Assessment and accountability

Aspect of school	Action
<b>Primary Assessment</b>	<p>The DfE plan that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</p> <ul style="list-style-type: none"> <li>• the phonics screening check (see additional information below)</li> <li>• key stage 1 tests and teacher assessment</li> <li>• statutory trialling</li> </ul> <p>The statutory rollout of the reception baseline assessment has been postponed until September 2021, giving schools flexibility to sign up to our early adopter year in 2020 to 2021.</p> <p>The Standards and Testing Agency is proposing a Phonics screening check in the second half of the Autumn term for Year 2 pupils, in order to avoid all Year 2 pupils having to do this in June 2021. More details will follow.</p>

#### Section 5: Contingency planning for outbreaks

Aspect of school	Action
<b><i>Process in the event of local outbreaks</i></b>	<p>If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. The DfE will provide more information on this process in due course.</p>
<b><i>Contingency plans for outbreaks</i></b>	<p>For individuals or groups of self-isolating pupils, remote education plans will be in place which will meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on <a href="#">remote education support</a>.</p> <p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. School has a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p>
<b><i>Remote education support</i></b>	<p>Please refer to Curriculum section of this Plan</p> <p>Miss Parle is our Remote Education Lead. A Remote Education Policy and Action Plan has been drawn up to ensure preparedness for any eventuality including where a group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</p> <p>Contingency plans will include:</p> <ul style="list-style-type: none"> <li>• a curriculum sequence that allows access to high quality on-line and off-line resources and teaching videos, and that is linked to the school curriculum expectations;</li> </ul>

- access to high quality remote education resources;
- on-line tools that will be consistently used across the school in order to allow interaction, assessment and feedback and that will make sure staff are trained in their use;
- provide printed resources, such as textbooks and workbooks for pupils who do not have suitable on-line access;
- recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and school will work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely the DfE expects schools again taking into account pupils age and stage of development and/or special educational needs to:

- set assignments (task/activities) so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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 practiced in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers