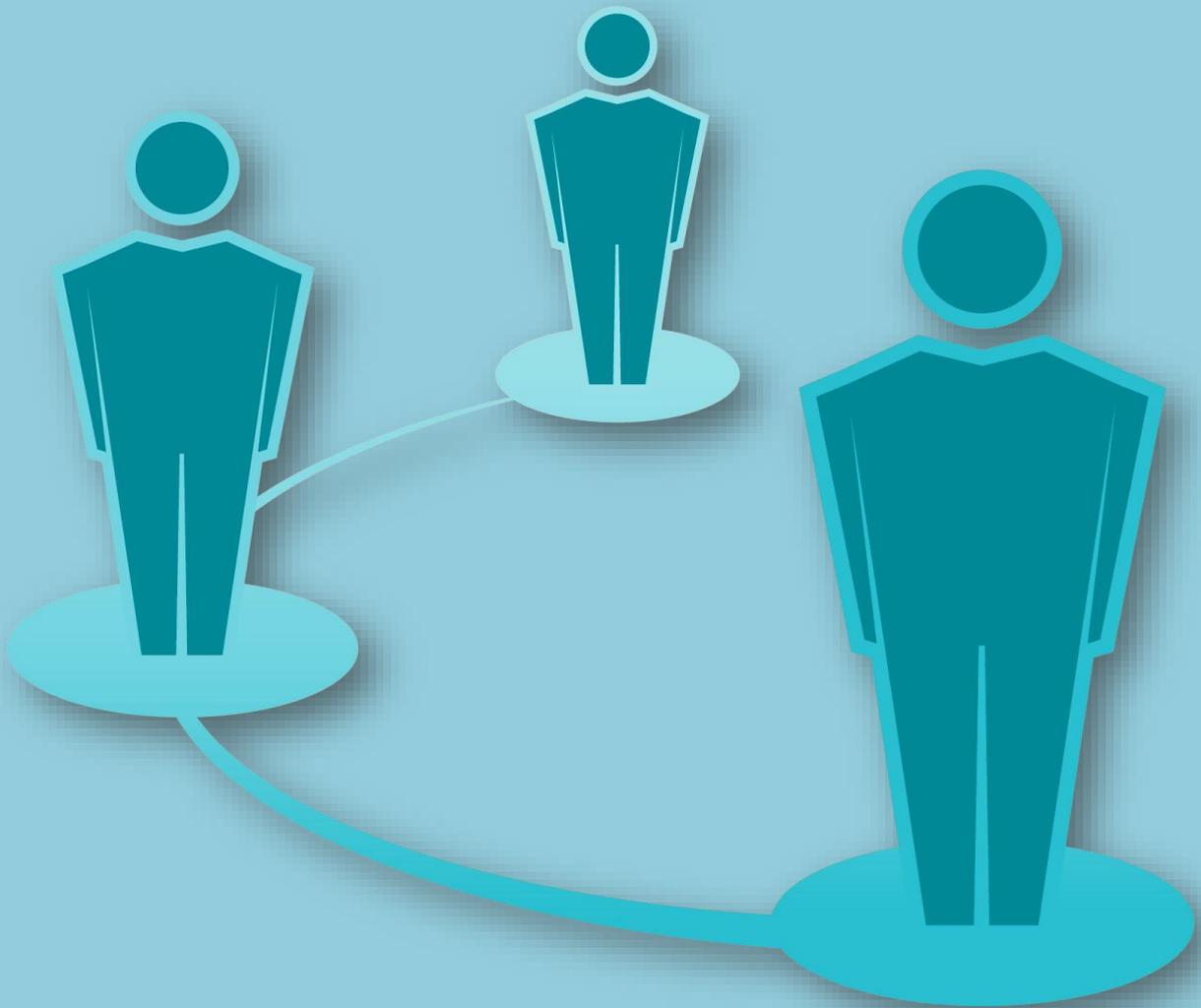




Safe Return to School Parent Guidance



Safe Return Guidance for Parents

St. Anne's CE Primary and Nursery School

Reopening Plan in Preparation for March 2021

This plan, which is part of a wider reopening plan and risk assessment, serves to support pupils, staff and visitors through the reopening of the school after a period of partial closure due to Covid19 and has been informed by the following government guidance:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

What parents and carers need to know about schools and other education settings during the coronavirus outbreak
<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=02a881e2-265a-4b6d-a67d-38470d12440a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

The public health advice applied in this plan makes up a PHE-endorsed 'system of controls', building on the hierarchy of protective measures that have been in use throughout the coronavirus (COVID-19) outbreak. These measures create an inherently safe environment for children and staff where the risk of infection is substantially reduced.

Please note:

The plan is subject to change as a consequence of renewed advice from Public Health England, (PHE), UK Government and Department for Education and any other relevant body.

[The school is following Schools coronavirus \(COVID-19\) operational guidance](#)

[Schools coronavirus \(COVID-19\) operational guidance](#)

[Actions for schools during the coronavirus outbreak](#)

[Mass asymptomatic testing: schools and colleges.](#)

[Who's at higher risk from coronavirus](#)

[-Rapid lateral flow testing is now available to households and bubbles of school pupils and staff.](#)

The plan has been agreed by the Governing Board of St. Anne's CE Primary and Nursery School.

Section 1: School Operations

Before school

- Ensure your child is well enough to attend school. We strongly suggest taking your child's temperature every day as a matter of course, so that you are confident they are 100% well.
- If your child or anyone in your household is displaying symptoms of COVID 19, please inform school immediately. **DO NOT BRING YOUR CHILD TO SCHOOL.**
- If your child is not attending school for any other reasons, please contact the office by telephoning first thing in the morning, as would be normal practice.
- Children will be required to wear uniform. As some of the learning will occur outdoors, they should also bring a coat. All-day sun block should be applied before school, if necessary.
- No belongings, other than named plastic lunchboxes, named plastic water bottles (labelled on the side and not on the base) and 1 optional healthy snack are to be brought into school. Your child will be supplied with his/her own learning toolkit of stationery and all other necessary items in a plastic zipped file, as well as exercise books for each subject with plastic, wipe-clean covers.
- Ensure everyone leaving the house washes their hands for 20 seconds using soap and warm water.
- Remind children about safe practice, such as coughing into elbows, 'catch it, bin it, kill it', not touching face and the 2m rule.

The journey to school

- Plan your journey in good time; it is important that children arrive punctually at their allocated slot.
Please organise for 1 adult only to drop off your child/ren and do not arrange to walk in close proximity to others not from your household.
- Children will be excited to see one another, but they must remain socially distant.
- Take the opportunity where possible to walk, scoot or cycle to school.
- If you use the car, keep the number of people to a minimum and ensure handwashing before leaving.

Arriving at school

- Please note the table at the end of this Guide which shows that there is a slight amendment to the previous staggered start and finish time for school for some cohorts. It is essential that you ensure you arrive at your child's allocated time.
- It is advisable, for those parents accessing the outdoor school site, to wear an appropriate face covering.
- To further secure safety and minimise congestion on access and egress, a one-way system operates around the perimeter of the site. Markings and posters show entrance to the school grounds is accessed via the main car park vehicular entrance gate. Continue on the drive past nursery, turn right along the path at the back of Reception and right again onto the main playground, where you will wait on socially-distanced markings opposite the fire door entrance to your child's classroom. Staff will be available on the first day to direct you along this route.
- Remain at least 2 metres away from others at all times - markings and posters will help you maintain this distance along the pathways and staff will be on hand to instruct parents in the initial stages.
- Parents will not be allowed into the main door reception area. Should you wish to contact a member of staff, please send a message via email or phone the school office. Essential pupil medication should be handed to a member of staff attached to your child's cohort on arrival.
- Only one parent/carer is permitted to accompany their child. If other siblings can't be left at home, they may accompany the adult, but the whole household unit must follow social distancing.
- If a parent/carer needs to leave siblings at different times, they should join the allocated socially-distanced line on the playground and wait. Otherwise, please contact the office for advice.

- Nursery parents should follow the usual route to the Nursery, where they will be met at the porch door. Please do not cross the hatched area. Children **only** should enter the Nursery. Please exit across the car park and up the pedestrian path. There will be no staff vehicle movement into the car park after 8.30am.
- Children from Reception to Year 3 must be accompanied onto the yard, following the route. Staff will meet children at the external entrance to the classroom they are based in. Please do not cross the hatched area. Children **only** should enter the school.
- Years 4-6 pupils can enter the school site unaccompanied. Staff will meet them at the gate to direct them in the initial stages.
- All children will enter the classrooms via the class fire door entrance; no one is to use the main entrance.
- All children will be supervised by staff to hand sanitise on entering the classroom.
- Please note that if children find it hard to leave parents, staff cannot break social distancing rules to comfort them.
- Once children are dropped off, please exit the yard immediately, turning right through the wooden gate and onto the path past Year 6 classroom, then turning left to leave the premises on the path to the pedestrian gate, continuing to abide by social distancing guidelines.
- Please support us to set a good example of social distancing by not gathering at the gate.

Pick- up

- There is a staggered end to the school day to ease congestion.
- Ensure whoever is picking your child up is on time and knows their allocated collection point. They should arrive as close to the pick-up time as possible to minimise the numbers of people waiting.
- Only one parent/carer is permitted to collect their child. If other siblings can't be left at home, they may accompany the adult, but the whole household unit must follow social distancing.
- Remain at least 2 metres away from others at all times – markings and signage will help you follow the rule. Please wait on a line outside your child's classroom and follow the instructions of staff.
- If a parent/carer needs to collect siblings at different times, they should move across to the allocated socially-distanced grid of the second child. Please walk around anyone already waiting, giving them 2 metres clearance. If further assistance is required by parents with multiple siblings, feel free to contact staff for advice.
- Once your child is collected, depart the school grounds promptly following the morning route and adhering to social distancing rules.
- If you have any messages or questions, we ask that you email or phone the school office.
- Parents are advised to supervise their child/children in washing their hands on arrival home from school.

Before the next day

- Ensure children wear a clean set of clothes as often as possible.
- It may be good practice for children to change out of school uniform and have showers/baths earlier than normal, decreasing the risk of transmission from school to the household.
- Talk to your child(ren) about anything that may be causing stress or anxiety about school.
- Remind children about safe practice.
- Wash and refill water bottles for the next day and wash and wipe lunch boxes with anti-bacterial spray

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Uniform

Full school uniform, including black school shoes, should be worn from March 2021. Government guidance now states that it does not need to be laundered daily. Jewellery is not permitted for pupils and they are advised **not** to wear a watch at the current time. Long hair should be tied away from the face. You will be informed by your child's class teacher when PE will take place. On this day, please send your child in school PE uniform, with appropriate footwear. This is to avoid the possibility of unintentionally sharing PE clothing when changing.

Attendance

School attendance is now mandatory from 8th March 2021 and usual attendance procedures will be implemented accordingly. School will work with families to alleviate any anxieties they may have regarding children returning to school. It is, however, understood that in a small number of cases specialist health professionals may advise that a pupil remains at home for health reasons or to self-isolate. Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, home learning support will be provided by school.

Breakfast Club

Wrap around care will continue from wc 8th March for Breakfast Club. The provision continues to be relocated from the school hall to the classrooms (from Reception to Year 6) and will be supervised by the teaching assistant attached to the cohort. This is to ensure children and staff remain in isolation from all other classes. Staff will ensure robust hand washing and 'Catch it, Bin it, Kill it' guidance is followed and that social distancing is maintained.

Although breakfast cover can be offered for approximately 40 minutes as before, start and finish times are staggered to avoid congestion and to ensure children attending are ready to start school at the same time as the rest of their cohort. Food and drink is delivered to the classrooms by the school cook in separate named packs. Our cook bakes some of the items on the premises, such as healthy breakfast bars. Each are individually wrapped and drinks provided in individual containers. If you wish to take advantage of Breakfast Club provision, reservation details will be communicated from the school office. Unfortunately, in order to adhere to guidelines, it will be necessary to book in advance. We do appreciate this will not be as convenient, however we will readjust arrangements if/ when guidance is relaxed.

After-school Clubs

Provision of after-school clubs will be considered for after the Easter break, as the majority of our club leaders are external providers and are unable to commence the service at the present time.

First Aid

First Aid can be administered on-the-spot, as all staff members, both teaching and non-teaching, are first-aid trained. To this end, a First Aid pack has been provided for each classroom, plus portable kits for outdoor use. As the Office Manager has been trained to a higher level, more serious incidents can be dealt with in the school office. When the needs of pupils require administering first aid, a facemask, apron and gloves will be worn, which will then be double-bagged for disposal, in accordance with guidance. Therefore each classroom is also provided with a store of the necessary PPE.

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Section 2: School Environment and Resources

Children will be taught in year group 'bubbles'. Different bubbles will not mix during the day, or on subsequent days. Movement between bubbles of children and staff will be kept to a minimum. Children will not be given tasks to move around school; they must be escorted by an adult from their bubble on the left-hand side of corridors. Whenever possible, bubbles will remain in designated areas (their normal classroom) and will not share areas with other bubbles. Where the sharing is unavoidable, the area and its resources will be cleaned between use. There will be no gatherings of two or more bubbles. Collective worship will therefore continue to take place within class via pre-recorded services.

Whilst classes will be taught by their class teacher for the majority of the school week, other staff at times may be working with children across different class bubbles (eg Mr Bland for PE). or smaller groups These staff members will adhere to the same guidelines. In order to ensure pupils, in particular those with additional needs, are fully supported, it may be necessary to deploy staff, to work with children from different class bubbles. Staff will also be deployed to support children with catch-up provision and targeted interventions. Intervention groups will have consistent pupils to avoid unnecessary contact with others. Peripatetic teachers (eg Durham LA Music teachers, Year 6 specialist Maths support) will teach 1:1 or small, contained and consistent groups. Professional colleagues (eg educational psychologist, social worker) will be allowed on site; an advice briefing will be given to all visitors, providing guidance on the physical distancing and hygiene measures which are in place and must be adhered to. On the rare occasions when it is necessary to have supply teachers on site, they will be expected to be stringent in adhering to all measures in place.

For years 1-6, a 3m space will be marked out around the teacher and teaching assistant 'stations'. Children will record individually using individually allocated resources. Feedback to a pupil about their work will be done over the shoulder of a pupil, rather than face-to-face. Written feedback will be limited to reduce handling of multiple books. Children will not be directed to work in close proximity to other children when completing group tasks. They will be encouraged to remain a safe distance away from adults and not to have physical contact with one another, although it is recognised that younger children will find this more difficult. Equally, it is the responsibility of every staff member to maintain a social distance from other adults at all times as far as is possible, to maintain their own safety and that of colleagues and pupils. Staff will indicate the route children will take to enter and exit via the porch door. Windows are to be kept open to allow for ventilation and doors wedged ajar, to minimise touching handles. Furniture in classrooms has been arranged, with the exception of our youngest children, to allow pupils to be seated side by side, facing the teacher, rather than facing one another at close proximity. Non-essential items of furniture have been removed to allow a larger floor space to promote social distancing. Children will be seated at an allocated double table which they will retain throughout, each table having the child's laminated name label. The class teacher will set out a seating plan to show who sits where and who will be in proximity to whom, which will be essential for 'test and trace'. Children in Years 1-6 will remain in their desk as far as possible, however If children need to move tables during the day, the table/chair will be cleaned in between. Consideration has been given to how much space the Nursery and Reception area will need, to encourage social distancing, in line with EYFS Gov.uk guidelines.

Resources will only be used within each bubble and equipment shared between class bubbles, (sport, science, art) will be cleaned after each use. Whenever possible, resources will be cleaned before being used by another child/small group. Children will use their own allocated stationery pack stored in named plastic toolkits on their table, which will be wiped daily. Each child from years 1-6 is provided with exercise books with plastic covers for all subjects so that they can be wiped clean. Groups of children accessing a set of stationery will be kept to a minimum; the same group will use allocated stationery to reduce use by multiple children. Equally, staff will not share stationery and pencil cases must not be brought into school from home. Soft furnishings and toys which are hard to clean around the classroom have been relocated in cupboards. Limited toys/equipment will be made available and will be allocated to a small group. Before they are used by another group they will be cleaned. Access to sand, water or malleable materials areas will be controlled. IT equipment must be cleaned after each child has used it. Games will be cleaned regularly, or laid aside untouched for at least 72 hours. Reading will also be developed on screen until further assurances are given about the contamination risk. If reading books and homework resources are sent home, on return they will be laid aside for at least 72 hours before they are handled. Accelerated Reader books at age-appropriate level have been relocated from the library to a 'mini library' in each classroom.

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Movement around school- breaks, lunch and bathrooms.

The timetable and curriculum have been reviewed to reduce the need for pupils to move about the classroom, with posters reminding children to adhere to social distancing measures. Children will always access their room directly from outside and will not be allowed beyond their allocated classroom to any other internal room without being escorted by an adult. Signage on internal classroom doors and other exits will indicate this. The morning routine will be adapted accordingly with minimal child occupancy of the porch, supervised by an adult. The children will leave their coat on an allocated peg to minimise risk of congestion. Each group must spend all their time in school in isolation from other groups. This includes lunch and break time. Break times and time outside will be timetabled on a daily rota system, coordinated by mobile phone contact with the relevant line managers.

Bathrooms

Staff will limit the number of children who use the toilet to one at a time, always supervised by an adult. Group movement will be restricted to their allocated classroom and bathroom. Class bubbles will be directed to use the toilet facilities at appropriate times. For ad hoc visits where pupils from different class bubbles may be present, children will use the facilities one at a time.

Break times

Each group/ bubble will have their own area of playground to access and will be supervised by the staff (teacher and TA) attached to their class. Although active play at both break and lunch times will be encouraged, the children will not be able to use the Adventure Trail, however on the playground/ field/ multi-use games area, use of cones or tape will create manageable sectors or zones. Use of outdoor portable play equipment will be considered after the initial stages of opening, when each small group may be allocated their own supply, however this will need to be cleaned daily after each use.

Lunchtime

Nursery and Reception will have an allocated, staggered start time for each group to eat separately in the hall. Years 1 -6, whether packed lunch or school meal, will eat at their desk in their own classroom. All surfaces will be cleaned both before and after use as a dining area.

Supervision will be provided by either the teaching assistant or lunchtime supervisor allocated solely to the specific cohort- these staff and those supervising the play session for this cohort, will remain unchanged and not operate on a rota system.

For those parents who opt for their child/children to have a packed lunch from home, children should bring their own named water bottle (labelled on the side rather than the base) and named wipeable lunchbox each day, both of which need to be taken home daily to be washed. The lunchboxes will be stored in an allocated classroom cupboard before and after use.

Those pupils having a school-supplied hot meal (Taylor Shaw), including those on UFSM, will have a lunch prepared by the cook, delivered to the classroom by trolley in named, individual, disposable containers, with individually wrapped cutlery. Parents can order and access the pre-choice menu via Survey Monkey as usual. Children should bring their own named water bottle (labelled on the side rather than the base), which again needs to be taken home daily to be washed.

The above actions will ensure that each cohort remains in isolation of other classes- that they do not mix, that they retain a specific location and that they are supervised by the same staff.

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Section 3: School Curriculum

Curriculum

Teachers will identify 'non negotiable' key concepts, knowledge and skills that pupils will need to be able to access the appropriate year group curriculum. It is not appropriate to attempt to teach all missed lessons but mastering key concepts, rather than topics, will be the focus for initial lessons. Priority will be given to phonics, reading, writing and mathematics, Science and RE, although the existing broad and balanced curriculum will also be used to support pupils in these key areas via the following foundation subjects: Humanities (History and Geography), Art and Design, Computing, Design and Food Technology, ML (Spanish for KS2), Music, PSHE and RSE.

In Humanities, a whole-school local context project based on **History and Geography** objectives is planned for the summer term. This will incorporate many other curricular areas, particularly **Art**. **Music** lessons must be adapted so that group singing is controlled. Woodwind instruments will not be played in lessons and there will be individual tuition for violin only. However, Year 4's weekly whole-class ukulele lessons will continue under the necessary precautions as dictated by the Durham Music Service RA. Key Stage 2 **Spanish** lessons continue virtually with Mr. Ross Guy, a member of the ML department at St. John's.

Pupils will be taught **PE** in their class groups, outdoors as far as possible on the yard or field. For obvious reasons, children are perceived to have been less mobile during the last 2 months. There will be cases where individuals have been active to an extent, but generally speaking lockdown and restrictions may have led to a reduction in physical activity and associated mental stimulation. It is therefore prudent to tailor the content of the PE Programme accordingly. Its aim will be to chiefly build aerobic fitness- to get the heart, lungs and circulatory system doing their job, to restore muscle function and condition, create a general air and feeling of wellbeing which is essential for mental health, to develop physical fitness and endurance and to inject some fun back into daily lives. The PE curriculum has also been adapted so that contact sport is not taught currently. Equipment, if used, will be cleaned between groups. Distance between pupils will be maximised during PE lessons through use of grids marked out on the school field. The structure of P.E lessons will ensure children are constantly active during lesson time with periods of higher and lower intensity built into the activities. Lessons will be progressive and sequenced to allow for recovery and demand, with a mixture of strength- building activities, running/jogging aerobic and balance/co-ordination. Swimming lessons for Years 3 and 4 will not resume until we are advised otherwise.

Long and Medium Term Curricular Planning

Staff in each phase will revisit the following prompts:

- What are the essential concepts in our curriculum that pupils need to understand before moving on?
- What parts of our curriculum are less essential, that we can touch on quickly? (eg geographical facts about a specific river rather than features of rivers.)
- What are the threshold concepts that enable pupils to better understand other ideas/concepts? (eg characteristics of 2d shapes before understanding 3d shapes.)
- Is there a common thread running through the units that have been missed, that we can return to in the future?. When can this be returned to?
- Which skills or knowledge from one subject can children not access the rest of the curriculum without? (eg phonics for reading and writing.)
- Which topics have cross-curricular value so are worth focusing on? (eg History subject-specific vocabulary.)
- Which subjects were a focus for home learning and therefore do not need to spend as much time on?

As usual, the long-term and medium term planning for each cohort will be made available on the school website, which will provide you with fuller, more specific details.

Short term Planning and Assessment

Teachers will again adapt short- term planning for most pupils in light of immediate assessments, however it is anticipated that consolidation should last no longer than for the three weeks to Easter. They will identify the pupils that have the biggest gaps in learning and consider those pupils who:

- are anxious or have other mental health issues
- have missed a lot of work
- had limited access to technology during lockdown
- are vulnerable and for whom working at home may have been challenging

Based on assessment outcomes, for those children that have the biggest gaps in their learning, teachers will resume a 'bounce back' programme that:

- is intense and time-limited, so that pupils return to the same work as their peers as soon as possible
- is based on proven intervention programmes
- is focused on key knowledge and concepts and is direct
- addresses specific gaps
- is delivered by well-trained and effective staff
- is focused on building on success
- provides opportunities to practise and apply learning
- leads pupils to return quickly to first wave teaching-, with the possibility of pre-and post- teaching in class lessons

Catch-up sessions will occur within lessons, with small group or 1:1 support from the teacher during the task phases in lessons 'Same Day' intervention aligned to learning will take place during the rest of the same day, focused on individual study. To enable this additional level of support, the available human resource has been redistributed according to need, so that each class has a teacher, plus at least an additional adult as follows:

Nursery: teacher, TA and apprentice.

Reception: teacher, HLTA and TA

Year 1: teacher and TA

Year 2: teacher and TA

Year 3: teacher and TA

Year 4: two teachers

Year 5: teacher and TA

Year 6: two teachers (one in mornings only).

The second Parent Consultation meeting of the year has been rescheduled for after the Easter holiday. At this, parents will receive details of their child's/children's progress based on the above assessment.

Implementing Lessons

We will ensure pupils feel emotionally settled and secure by providing opportunities in the first days:

- to adjust to returning to school
- to discuss anxieties
- to re-establish behaviour expectations
- to access additional support, eg online wellbeing resources, school pastoral support

Staff will:

- ✓ validate work that was completed during lockdown and celebrate successes.
- ✓ declare amnesty on uncompleted tasks.
- ✓ be explicit about what will be taught in each lesson so that pupils know what they are learning or relearning and understand what they need to know at the end.
- ✓ provide many opportunities to practise and apply what the pupils are learning so that they can demonstrate understanding.
- ✓ maintain low-stake, formative assessment throughout consolidation period and vary pace and content of lessons accordingly.
- ✓ ensure constant retrieval practice is a feature of lessons.
- ✓ return to normal curriculum at the earliest opportunity, once pupils have mastered the key knowledge required.

Transition

Teachers in all classes will use the first week of term to re-build relationships, support emotional wellbeing and re-establish expectations.

Educational Visits

Educational visits can not take place over this period until the Local Authority decide otherwise.

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Section 4: Well-being

Behaviour

Although behaviour in school on a daily basis is excellent, those pupils who have been away from school for a prolonged spell will need reminding about routines, procedures and behaviour expectations. Children who display untypical behaviour will be monitored closely so that signs of anxiety or emotional concerns can be identified. School anticipates that, with support, pupils will settle back quickly into school life, as staff will rigorously and regularly reinforce behaviour throughout every day, imposing sanctions when rules are broken, as well as positively reinforcing well-executed rules through encouragement and rewards. The revised **Home-School Agreement (attached as an appendix)**, relevant to the current circumstances will address pupil, staff and parental concerns around COVID-19. It is available on the website and has been drawn up to reflect the temporary additions to the Behaviour Policy and the rules and routines necessary to reduce risk in the setting. To address non-compliance, for example deliberately coughing/sneezing or breaking social distancing rules, reference to the Home School Agreement will be made for pupils manifesting such challenging behaviours.

Safeguarding

Safeguarding will remain the highest priority, and all procedures will be followed rigorously in identifying any concerns and working with families and agencies to fully support all of our pupils. Safeguarding training has been refreshed for the HT (Designated Safeguarding Lead) and AHTs for KS1 and KS2 (March 2020, external provider). Safeguarding will follow the usual procedure, as new issues may arise as school reopens, or existing concerns may escalate. In the event of a local lockdown, as before, nominated staff will remain in weekly contact with vulnerable families and those CLA not accessing school provision.

Mental Health

School has existing well-established systems in place to support the mental health of its community. All staff will continue to be vigilant in monitoring the emotional wellbeing of our pupils, and will follow safeguarding procedures regarding any concerns. On return to school rules, routines and expectations associated with this period will be repeated in a sensitive manner, so as not to overly worry them. A weekly virtual worship planned by the St. Anne's Church Team will be shared through the interactive white board in the individual bubble. For children requiring additional reassurance, a sign to indicate a 'hug' for both staff and pupils to use (arms crossed over the chest) was introduced and other 'signs' were added. A significant amount of time will again be allocated to considering the children's mental wellbeing. The adults in school will acknowledge that it is normal to feel worried and that there are ways this can be supported for: individual children who have found the long period at home hard to manage; those who have developed new anxieties related to the virus; those about whom there are safeguarding concerns; those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities and those who have missed the routine of school, seeing their friends, and being supported by their teachers and other adults in the school. The different experiences all pupils will have had at home and at school will naturally play a large part in how easily they re-adapt to the routines of full classes. Staff will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand, and identifying and taking time to address explicitly individual concerns or problems on the other. Therefore, the PSHE curriculum will be modified to provide: opportunities for children to talk about their experiences of the past few weeks; opportunities for one-to-one conversations with trusted adults, where this may be supportive; positive opportunities to renew and develop friendships and other enriching developmental activities and some refocused lessons on relevant topics, for example staying safe. Sharing with families how to support the children's understanding of the current situation in an age-appropriate way, whilst ensuring the parents' consent and awareness is obtained, is crucial to this process. To this end, a Wellbeing Lead will consider how to capture this information sensitively and use it to signpost external support.

Families can be signposted to: www.annafreud.org/on-my-mind/self-care/ // www.barnardos.org.uk/see-hearrespond
<https://www.childbereavementuk.org/>; <https://www.cruse.org.uk/>;

<https://www.nhs.uk/servicesearch/otherservices/Bereavement%20support/LocationSearch/314>

<https://www.saferinternet.org.uk/>; <https://www.internetmatters.org/> and <https://www.net-aware.org.uk/>

The HT will monitor the Operation Encompass inbox and respond as appropriate. Reduced family income: parents can be notified regarding how to apply for FSM via school office. Communication will be maintained with social workers- telephone, online, or face-to-face.

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Section 5: Control Systems

Health and Safety:

1. Essential hygiene measures to continue:

Pupils will be supported by staff in developing robust and effective hygiene routines as follows:

Wash hands with soap and water often– use hand sanitiser (supervised by an adult) if soap is not available.

Pupils and staff will wash their hands:

- on arrival to school and departure from school
- when returning to the classroom from playtime, lunchtime and any other occasion when they may have left the classroom and are returning
- before eating (fruit snacks/lunchtime)
- after eating
- after using the toilet and any other time it is appropriate (eg after coughing/sneezing)

Pupils will also be supported to:

Children will be taught about good respiratory hygiene, in an age-appropriate way (Catch it, Bin it, Kill it):

- cover mouth and nose with a tissue or sleeve (not hands) when they cough or sneeze.
- do not touch eyes, nose or mouth if hands are not clean.
- put used tissues in a lidded bin immediately.
- Additional cleaning will be carried out across the day throughout the school to clean door handles, switches, surfaces, toilets, finger plates, photocopiers and a store of cleaning resources are readily available in every room.

2. Face Coverings

Face coverings in schools guidance followed:

- Face coverings will 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, neither indoor nor outdoor on the school site.
- The use of face coverings in education will be reviewed at Easter.

3. Prevention of Spread

Pupils, staff, and other adults are aware they must not come into the school if:

- they have one or more coronavirus (COVID-19) symptoms
- a member of their household (including someone in their support bubble or childcare bubble has COVID-19 symptoms.
- they are required to quarantine having recently visited countries outside the Common Travel Area
- they have had a positive test, in which case they must immediately cease to attend and not attend for at least 10 days from the day after:
 - 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)
- The school identifies close contacts and they are informed to self-isolate for 10-days.

Advice about Covid19 symptoms can be found at: <https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirussymptoms/>

If any pupil or adult in school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell, they will be sent home immediately. They must follow the 'stay at home' guidance (<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>), meaning they must self-isolate and should arrange to have a test. They can return to school if test is negative and they feel well enough to do so.

When contacted by school if their child is displaying symptoms, a parent must arrange for their child to be collected immediately and directed to request Covid19 test <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>.

Whilst awaiting collection, the child will be moved to the isolation room. The child will be supervised by an appropriate adult, who will ensure they remain at least 2m away from the child. The child will be offered reassurance. If a toilet visit is needed, the disabled toilet will be used. The supervising adult will wear PPE (face mask, disposable gloves, disposable apron). Once the child has been collected, any facilities/areas which have been used will be fully cleaned with disinfectant before being used by anyone else. If this cannot be done immediately, a sign will be placed on the door to advise others not to enter. Children and staff in the same bubble as the individual displaying symptoms will wash their hands immediately; they should not return to the classroom until the room has been cleaned. Adults and pupils who have been in close contact with the symptomatic child do not need to go home to self-isolate unless they develop symptoms themselves, if the symptomatic person subsequently tests positive, or if they have been requested to do so by Test and Trace.

4. Test and Trace

Staff and parents/carers should understand that they will need to be ready and willing to:

- book a test if they are displaying symptoms
- provide details of anyone they have been in close contact with if they test positive or if they are asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who develops symptoms or someone who tests positive.

If any member of the school community has been tested, staff or parents should inform school immediately of the results.

If a test is negative, the person can stop self-isolating, along with the members of their household. If someone tests positive, they need to follow the 'stay-at-home' guidance. All visitors to school will be required to register their contact details so that they can be traced in the event of a Covid19 breakout. The details will be stored in compliance with GDPR regulations.

5. Manage confirmed cases in the school community

As soon as school becomes aware of a positive test result for COVID-19, we will contact our local health protection team. Likewise, this team will contact school if they become aware of a positive test of someone who has attended school – as identified by Test and Trace. The health protection team will carry out a rapid risk assessment to advise us on any actions which need to be taken. If the health protection team advise that individuals or groups of pupils need to be sent home to self-isolate, we will implement this advice swiftly. To assist with any necessary risk assessment, we will keep a record of who has had contact within bubbles and also in different groups.

6. Contain an outbreak

If school has two or more confirmed cases within 14 days, this indicates a possible outbreak, and we will work with our local health protection team and follow their advice.

7. Contingency Plans- local lockdown

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will be notified and advice will be implemented to help contain the spread. If an individual has a confirmed diagnosis of Covid19, pupils and staff in their bubble and those who have come into close contact for more than 15 minutes, (eg. In an intervention group) will be sent home to isolate for 10 days (confirmed cases must isolate for 10 days.) At the earliest opportunity, and within a day, remote work will be provided online to support working from home. Work set will align closely to that set in class so that progress and continuity is maintained.

8. Asymptomatic Testing (LFD) testing.

Rapid testing remains a vital part of the plan to suppress the virus. To this end, all staff undergo LFD testing twice weekly, following the guidance set out for the setting and the specific LFD Risk Assessment.

On the following page, you will find the Drop-off and Pick-up Grid referred to in the first section.

The final pages of the guide include a sample of safety posters which your child/children see around school.

I have tried to include as much relevant information in this guide, but in the event that you have further questions, please don't hesitate to contact me directly by email at l.sixsmith100@durhamlearning.net

Looking forward to seeing everyone on the 8th March,

Lynne Sixsmith (Head Teacher)

Safe Return Guidance for Parents

St. Anne's CE Primary and Nursery School

If you have more than one child in school, they can start school at the earliest sibling's time and will leave at the latest of the sibling's time, for the school start and finish times only. Please email stannes@durhamlearning.net to notify us of this arrangement. For Breakfast Club, children must arrive at their year groups breakfast club drop-off time only. Unfortunately, due to limited staffing, siblings are unable to be dropped off at other times, outside of their year group's allocated breakfast club drop-off time. Children should not arrive early, as supervision is not guaranteed.

Designated drop-off/pick-up point	Staff	Breakfast Club drop-off time	School start time	School finish time
Nursery Nursery porch	Mrs. E. Tonge (teacher)	Not currently available	8.45am (15 hours) 9.00am (30 hours)	3.00pm
Reception Reception entrance	Miss E. Taylor (teacher)	8.30 – 8.35am only	9.10am	3.25pm
Year 1 Year 1 classroom fire door	Mrs. R. Shields (teacher)	8.20 – 8.25am only	9.00am	3.10pm
Year 2 Year 2 classroom fire door	Mrs. C. Laidler (teacher)	8.00 – 8.05am only	8.40am	2.50pm
Year 3 Year 3 classroom fire door	Mrs. E. Bennett (teacher)	8.10 – 8.15am only	8.50am	3.05pm
Year 4 Year 4 classroom fire door	Mrs. L. Johnson (teacher)	8.25 – 8.30am only	9.05am	3.20pm
Year 5 Year 5 classroom fire door	Mr. O. Browell (teacher)	8.05 – 8.10am only	8.45am	3.00pm
Year 6 Year 6 classroom fire door	Mrs. S. Millar (teacher) Mrs. E. Colman (teacher - am only)	8.15 – 8.20am only	8.55am	3.15pm

Safe Return Guidance for Parents
St. Anne's CE Primary and Nursery School

The following pages show you some of the posters referred to in the Parent Guide which will be displayed around school

The Two Metre Rule



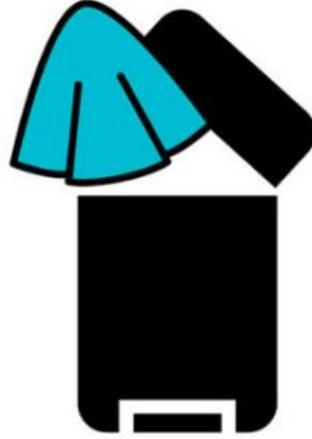
However tempting it might be to have a catch up with others at the school gate, please don't!

We need your help and cooperation to ensure the smooth running of this time table. Keeping everyone safe on their journey to and from school is everyone's responsibility.



HM Government

NHS



CATCH IT.

BIN IT.

KILL IT.

Remember to wash your hands for 20 seconds



HM Government

NHS

Coronavirus

Wash your hands with soap and water more often for 20 seconds

Use a tissue to turn off the tap.
Dry hands thoroughly.



Palm to palm



The backs of hands



In between the fingers



The back of the fingers



The thumbs



The tips of the fingers

CORONAVIRUS

PROTECT YOURSELF & OTHERS

Safe Return Guidance for Parents
St. Anne's CE Primary and Nursery School

Please say goodbye to your
grown up here
and make your way to your
classroom door.



Safe Return Guidance for Parents
St. Anne's CE Primary and Nursery School

Please wash or use gel on your
hands when you enter the
classroom



